

AP[®] World History

Course Planning and Pacing Guide

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Welcome to the AP World History Course Planning and Pacing Guides

This guide is one of several course planning and pacing guides designed for AP® World History teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting). These course planning and pacing guides highlight how the components of the *AP World History Course and Exam Description* — the learning objectives, course themes, key concepts, and disciplinary practices and reasoning skills — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed along the right side of the individual unit plans — to aid in course planning for AP World History teachers.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing a course throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the four Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.

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Instructional Setting

Vashon Island High School ► Vashon, WA

School Vashon Island High School is a public school in a rural setting. It is close to Seattle via ferry. Class sizes vary from 10–30 students. A significant number of students commute from Seattle.

Student population The school has 500 students, with the following composition:

- 78 percent Caucasian
- 10.3 percent Hispanic
- 7.4 percent multiracial
- 2.7 percent Asian American
- 0.9 percent African American
- 0.7 percent American Indian

Free or reduced-price lunch is received by 17–20 percent of our students.

Instructional time The school year begins after Labor Day in September. There are a total of 180 instructional days, including 153 days from the start of school to the AP World History Exam in May. We have a mixed weekly schedule, with 58-minute classes on Monday, Tuesday, and Friday and 90-minute classes on Wednesday and Thursday.

Student preparation AP World History is a yearlong course offered to sophomores; it fulfills a one-semester world history requirement as well as a one-semester contemporary world affairs requirement. Approximately 50 percent of students who take AP World History have successfully completed AP Human Geography as freshmen.

Textbooks Strayer, Robert W. *Ways of the World: A Global History with Sources (For AP)*. 2nd ed. Boston: Bedford/St. Martins, 2013.

Overview of the Course

The challenge of providing students with significant content knowledge to anchor the overall metanarrative of a global history course, while developing the disciplinary practices and reasoning skills as well as writing skills necessary for AP World History, is considerable. By integrating content and progressive skill development, my students simultaneously learn the big picture and develop the skills they need to succeed on the AP Exam.

I find that one of the most powerful elements of the course is the growing sense of mastery it provides for my students. I organize my course around activities designed to build students' history reasoning and writing skills from zero, and I provide the feedback and reflective activities students need to improve over the course of the year. I aim to make the course accessible to an average student who is willing to put out a bit more effort than may be required in a non-AP World History class. To this end, I try to calibrate everything I do instructionally, as well as students' homework assignments, to the conceptual framework for the course. I assign textbook readings as homework to prepare students for the content of class the next instructional day. I aim for efficiency and try to take my students' busy lives into account when deciding how much material to require of them outside the class period.

I aim to have each class activity further one of the history disciplinary practices and reasoning skills and, ideally, to boil down to students writing one or more elements of the short-answer question or long essay. I want to target specific elements of the essay that reveal whether students are mastering the skills or concepts on which we are working. By the time my students write a complete essay in response to each type of free-response question on the exam, they have worked extensively on all parts of the essay, have received plentiful feedback, and are ready to write a complete essay successfully.

I allow for different levels of preparedness by using mixed-ability level pairing early in the school year. Students who have further to go learn directly from their partners, and their partners deepen their own mastery by peer teaching. Individual goal setting by students, as well as my tracking their achievement over time, allows me to alter lessons to meet the needs of my students. Having the data in hand also allows me to group students by criterion and then provide workshops during tutorial hour for small groups as necessary. I might, for example, have students analyze a set of documents on Spanish versus Chinese perspectives and motivations on trade and notice that some of my students are having trouble making inferences from the documents. If these students constitute a majority of the class, I will devote direct instruction and practice to making inferences. If a smaller group is struggling, I will sometimes break them out into a focus group, assigning other students to analyze other features of the documents — such as the audience, purpose, author's point of view, or historical context — while I work with the small group.

A major element of my course structure is a midunit formative assessment that is followed by student reflection, targeted instruction, and a summative assessment of the same variety; for example, a comparative essay. Students first experience this essay type in a formative assessment. They then are able to concentrate on applying teacher evaluation, self-evaluation, and targeted activities before encountering the comparative essay again during the summative assessment at the end of the unit.

Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	Prehistory to c. 600 B.C.E.	7	The first unit focuses on the causes and effects of human migration and the development of sedentary agriculture and the myriad changes that resulted. The changes examined include the rise of hierarchies of class and gender that often resulted from the control of key technologies or surplus wealth by a patrilineal elite. The environmental impacts of extensive agricultural practices, as well as the impact of environmental influences such as microorganisms on humans, are also an area of focus. The rise of syncretic, codified cultural traditions evident in the literature, belief systems, art, and architecture, often used to reinforce the dominance of an imperial elite, is a final area of focus.
2	c. 600 B.C.E. to c. 600 C.E.	26.5	In this unit, we focus on the development of imperial institutions and codification of belief systems, often at the service of empire, acting as centripetal forces. Early forms of empire elaborated and codified in extensive legal systems and made possible through infrastructural innovations resulted in empires of a much larger scale than in the previous period. We look closely at the foundational philosophies or religions that emerged from the empires and how they diffused and syncretized over time. Finally, we consider the centrifugal forces that brought down the Classical empires.
3	c. 600 C.E. to c. 1450	29	In the third unit, we focus on the development of transnational culture (convergence) as well as regional adaptations (divergence). The rise, spread, and adaptation of Islam is highlighted in the unit, as is the emergence of China as a transregional power. Europe's reconnection to transregional trade and emergence from the gestational medieval era into the Renaissance is compared with China's earlier rebirth. The development of empire in the Americas provides a crucial comparative study to the Mongols, as well as a snapshot of the Americas before European arrival in the next era.
4	c. 1450 to c. 1750	26.5	In Unit 4, we focus on the expansion of the transnational trade network to the Americas and the consequences, as well as imperial parallels, in Afro-Eurasia. The rise of gunpowder empires throughout the world, and the changing nature of empires, provides a second area of focus. The multicultural efflorescence of the period's multinational populations is a third area of focus. Overall, the establishment of a world system in which core areas establish parasitic relationships with their peripheries frames the global patterns that emerge.
5	c. 1750 to c. 1900	28.5	In this unit, we focus on the further diffusion of cultural, material, and economic models, as well as the reactions to mercantilism and European hegemony. The differential industrialization and scientific advances that, by the end of the era, allow Europeans to dominate much of the world are key to understanding the time period. The influence of voluntary and involuntary migrations within the now global empires provides another area of focus. Finally, we consider the centripetal forces that led to the imperial dissolution so characteristic of the next time period.

Pacing Overview (continued)

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
6	c. 1900 to the Present	29	In Unit 6, we focus on the ideological clashes that characterized the age, as well as globalization. Reactions to growing global capitalism and its impacts, as well as full-on conflict between major powers, are examined through World War I and World War II. Paradigm-shattering technological and scientific advances that would forever shift the balance of power and lay the groundwork for postmodernity emerge as causes and effects of the major conflicts, continuing through the Cold War era and the age of terror. The emergence of global communication and transportation infrastructure and the cultural and economic convergence that results also form an area of focus. Finally, the impact of environmental parasitism, the spread of pandemic diseases, and the formation of global organizations to address these problems, as well as the other political, economic, and social issues characteristic of an emergent global civilization, are examined.
7	Prehistory to the Present	6.5	In this final unit, we focus on making connections across the course, facilitated by a systematic review of each period through the lens of each course theme. We focus especially on looking at patterns of continuity and change over time.

UNIT 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS to c. 600 B.C.E.

Module 1 Agriculturalization

Learning Objectives:

► ENV-1, ENV-2, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, ECON-2, ECON-7, SOC-2, SOC-5

Key Concepts:

► 1.1.I, 1.3.III, 2.2.IV

Estimated Time:

4 instructional hours

Essential Questions

► Which term best characterizes humanity's relationship with the environment during the Paleolithic period: symbiotic or parasitic? ► What was the relationship between the economic and social structures of early human groups before and after agriculturalization? ► What were the costs and benefits of living the Paleolithic lifestyle?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Causation

Strayer, chapter 1
(topic: the global
dispersion of
humankind)

Instructional Activity: Human Migration Map
Working with table partners, students use a map of early human migrations and consider whether the fundamental reasons for migration (the push versus pull factors) have changed. They also place humanity's relationship with nature on a continuum from symbiotic to parasitic and provide reasoning to support the placement. To debrief, student responses are placed on a continuum drawn on the whiteboard at the front of the class, accompanied by whole-class discussion.

Analyzing Historical
Evidence
Argument
Development

Adams et al., chapter
5: "Work and Leisure
in the Preclassical
Period"
White, chapter 3:
"Adaptation and
Stability"
Web
Image of Venus
of Willendorf

Formative Assessment: Paleolithic Document Analysis
In groups of three, students work with a set of primary and secondary sources about life during the Paleolithic period (excerpted from the sources in the materials column). Each student makes inferences from a unique set of documents, explaining to their partners how they arrived at their inferences, while recording the inferences their partners produced.

Analyzing Historical
Evidence
Argument
Development
Comparison

Web
Diamond, "The Worst
Mistake in the
History of the
Human Race"
Howells, "Back of
History (Man in
the Beginning)"

Instructional Activity: Agriculturalization
Working in pairs, half the class reads the Diamond article and deconstructs the arguments and evidence that agriculturalization was a mistake for humanity. The other half does likewise with William Howells's "Back of History," in which Howells argues that agriculturalization was good for humanity. Student pairs combine with pairs who read the same essay to flesh out their mutual understanding, while I circulate and scaffold.

A basic understanding of the regions addressed by the course starts on day one, and I teach it in the context of historical content. This is more effective than having students memorize area names without an existing schema from which to work.

I want my students learning to make inferences from documents to construct an understanding of historical phenomena early in the year. As they work on this first document analysis, I circulate and provide feedback, giving help where necessary.

UNIT 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS to c. 600 B.C.E.

Module 1 Agriculturalization

Learning Objectives:

► ENV-1, ENV-2, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, ECON-2, ECON-7, SOC-2, SOC-5

Key Concepts:

► 1.1.I, 1.3.III, 2.2.IV

Estimated Time:

4 instructional hours

Essential Questions

► Which term best characterizes humanity's relationship with the environment during the Paleolithic period: symbiotic or parasitic? ► What was the relationship between the economic and social structures of early human groups before and after agriculturalization? ► What were the costs and benefits of living the Paleolithic lifestyle?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Mosley, p. 8:
"Quartiles of Human-Induced Environmental Change from 10,000 BCE to 1985"
Web
"Climate Change and Violence in the Ancient American Southwest"
"Collapse: Why Do Civilizations Fall? Mesopotamia"
"Environmental Disasters in the Cradle of Civilization"
"Prehistoric"

Instructional Activity: Impact Analysis of Agriculturalization
I give a multimedia presentation about the nature of changes that characterized the early innovation and adoption of agriculture. During the presentation and using the materials listed, students, working in pairs, record data supporting arguments about the nature of the changes in a graphic organizer. Partners then develop two categories of change (e.g., "domestication of animals") and analyze the environmental impact of their two changes.

From the beginning of the course, I aim to have students writing essential elements of an essay, focusing on the skill of continuity and change over time (CCOT) in parts. Then, when they are called upon to write a long essay, it is just a matter of assembling the parts they have practiced repeatedly.

UNIT 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS to c. 600 B.C.E.

Module 2 Urbanization and Empire

Learning Objectives:

► ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

Key Concepts:

► 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III

Estimated Time:

3 instructional hours

Essential Questions

► What factors were necessary for the rise of Bronze Age empires? ► How did the practices of Bronze Age empires lead to stability versus instability? ► What major commonalities did the ancient empires share, and what led to these commonalities?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation

Strayer, chapter 1 (topic: agriculturalization)
Bulliet et al., chapter 1 (topic: environmental influences on Egyptian and Mesopotamian river valley civilizations)

Instructional Activity: The Influence of Geography on River Valley Civilizations
Using the descriptions of the geographic resources and challenges of Mesopotamia and Egypt from Bulliet et al., students identify the challenges, resources, importance of trade, outlook on the world, view of the gods, technology, and relative dynamism of each.

I give a brief multimedia presentation on seven river valley civilizations, including Sumer, Egypt, China, the Olmec, and the Norte Chico and Indus Valley civilizations, and provide students a supplementary packet of documents from the Strayer text. Using three categories from the PERSIAG mnemonic, students write analytical single-sentence comparative arguments for each category.

Analyzing Historical Evidence
Argument Development
Comparison

Strayer, chapter 2 (topic: Mesopotamia and Egypt)
Brun-Ozuna et al., pp. 37–40: “World History: Section II: Part A”

Instructional Activity: Egypt Versus Mesopotamia
Using the DBQ on Mesopotamia and Egypt from Brun-Ozuna et al., students analyze the comparative prompt, make inferences from each document, and group the documents into categories of similarity and difference. As a whole class, students then evaluate a provided list of thesis statements of varying quality, and discuss which statements are clear, analytical, and comprehensive and which lack these attributes. Finally, students use a graphic organizer to write a thesis statement and analytical topic sentences.

I introduce the mnemonic PERSIAG (Political, Economic, Religious, Social, Intellectual, Arts and Architecture, Geography) to give students a means of thinking about analytical categories to use for framing both comparative and change over time prompts.

The use of groups in responding to document-based questions still makes sense as a means to put forth a coherent response, even through the focus of the DBQ rubric has shifted away from grouping.

UNIT 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS to c. 600 B.C.E.

Module 2 Urbanization and Empire

Learning Objectives:

► ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

Key Concepts:

► 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III

Estimated Time:

3 instructional hours

Essential Questions

► What factors were necessary for the rise of Bronze Age empires? ► How did the practices of Bronze Age empires lead to stability versus instability? ► What major commonalities did the ancient empires share, and what led to these commonalities?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation

Summative Assessment: Unit Test

Students take a 30-question multiple-choice test on Unit 1 that covers early human migration, development and use of technology, Paleolithic society and culture, and the features and interaction of river valley civilizations. They are then allowed to retake the test and fill in answers for missed questions; their final score will be an average of the first and second scores. Next, students write a comparative thesis statement, three topic sentences, and a full evidentiary paragraph on two river valley civilizations using three analytical categories and PERSIAG.

Learning objectives addressed: ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

This summative assessment addresses all of the essential questions for this unit.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 1 Centripetal Forces in Empire

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III

Estimated Time:

12 instructional hours

Essential Questions

- What methods did the Roman, Han, and Gupta-Mauryan empires use to expand economic and political order?
- In what ways did the status of women change as empires codified their belief systems?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Strayer, chapter 3 (topic: Persia)
Web
“Kurash (Cyrus) the Great: The Decree of Return for the Jews, 539 BCE”
“Official Account of the Revolt of the City of Suro of Bit-Halupe”
“ProceSSIONal Display of Tribute Brought to the King of Persia”
“The Satrapies (Herodotus)”
“Sennacherib’s Campaign (Iron Age, 8th c. B.C.E.)”

Instructional Activity: Approaches to Imperial Rule
Using evidence of the Assyrian (dominant) versus Persian (hegemonic) approaches to rule, students note examples of the Assyrians’ use of extreme violence depicted in wall engravings and in written accounts of the revolt of Suro and Sennacherib’s siege of Jerusalem. Then students use written accounts of Persian emperor Cyrus the Great’s Decree of Return for the Jews and a wall engraving of satraps paying tribute to the emperor, along with Herodotus’s account of the creation of satrapies by Cyrus, to understand the Persian’s hegemonic approach to governance. Finally, during a multimedia presentation on both empires, students record examples of each of the criteria that Conrad and Demarest identified in their model as necessary for the rise of an empire.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison

Web
AP World History
2007 Free-Response Questions, Section II, Part A

Instructional Activity: Han Versus Roman Technologies
Pairs read and analyze the 2007 document-based question, making inferences on Roman versus Han Chinese attitudes about technology. They record their inferences alongside each document and underline the key phrases on which they based their inferences.

As we develop the concept of empires that will carry throughout all the historical periods of the course, the Conrad–Demarest model provides an excellent touchstone. Conrad and Demarest’s model addresses common factors necessary for the rise of empires and features of stable empires, as well as common causes of the fall of empires. The model neatly encapsulates centripetal and centrifugal forces throughout the life cycle of an empire.

The documents of this DBQ help highlight how empires employed technology and infrastructure to maximize the benefits of their geography and extend and maintain political control.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 1 Centripetal Forces in Empire

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III

Estimated Time:

12 instructional hours

Essential Questions

- What methods did the Roman, Han, and Gupta-Mauryan empires use to expand economic and political order?
- In what ways did the status of women change as empires codified their belief systems?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development

Strayer, chapter 3
(topic: Han China)

Instructional Activity: Core Confucian Principles

I provide students with a chart listing Confucian principles in one column and the heading “our school” on top of the second column. Students use this graphic organizer to apply Confucian principles of meritocracy, observance of ritual, importance of defined relationships, humaneness, and gentility to evaluate their school from the perspective of a Confucian scholar and make recommendations for changes. Students debrief the activity in a whole-class discussion, sharing their observations and suggestions for changes to the school.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Continuity and Change over Time

Strayer, chapter 5
(topic: Classical China)
Web
“Ban Zhao Pan Chao
(c. 80 CE): Lessons
for a Woman”

Instructional Activity: Women in Confucianism

Students read the primary source *Lessons for a Woman*. We then conduct a whole-class discussion comparing the contemporary gender roles in the United States with those of Han China.

Analyzing Historical Evidence
Contextualization

Strayer, chapter 4
(topic: Classical China)
Web
Lin, “The Dream of the Butterfly”
“Lines for a Taoist Adept”
“Tao Te Ching”
“The Vinegar Tasters”

Instructional Activity: Daoism

Working in pairs, students analyze visual and written sources on Daoism, including “The Dream of the Butterfly,” the “The Vinegar Tasters” image, chapter 1 from the *Tao Te Ching*, and “Lines for a Taoist Adept,” by Li Po, to illustrate the Daoist principles of the Dao, P’u, and Wu Wei.

The social constructs justifying patriarchy (a part of Theme 5) are a constant in the course.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 1 Centripetal Forces in Empire

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III

Estimated Time:

12 instructional hours

Essential Questions

- What methods did the Roman, Han, and Gupta-Mauryan empires use to expand economic and political order?
- In what ways did the status of women change as empires codified their belief systems?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Contextualization

Strayer, chapter 4 (topic: Classical China)
Web
“Selections from the Writings of Han Fei (c. 230 BCE)”

Instructional Activity: Legalism

Working in pairs, each student reads either “Having Regulations” or “The Two Handles” from the Web resource, making inferences about Legalist beliefs and sharing these inferences with their partner. We then debrief in a whole-class discussion.

Argument Development
Comparison

Formative Assessment: Chinese Philosophies

Using the materials from the lessons on Confucianism, Daoism, and Legalism above, individual students use a graphic organizer featuring the three philosophies as column headers and “essential nature of humanity,” “child raising and education,” “governance,” and “vision of a perfect society” as row headers to consider similarities and differences in the three philosophies. This is followed by a whole-class discussion evaluating the pros and cons of each as imperial ideology.

Analyzing Historical Evidence
Contextualization

Strayer, chapter 4 (topic: Classical India)
Web
“The Fourteen Rock Edicts”

Instructional Activity: Fate of Buddhism in India

After a brief orientation to the basic beliefs of Buddhism, including the Four Noble Truths and the Buddhist interpretation of dharma, karma, and reincarnation, students analyze several of the edicts of Ashoka.

Analyzing Historical Evidence
Contextualization
Comparison

Strayer, chapter 4 (topic: Classical India)
Web
“The Laws of Manu”
“Sumangala’s Mother”

Instructional Activity: Women in Classical India

Working in pairs, students use excerpts from *The Laws of Manu* to characterize women’s dharma in Classical India, contrasting Hindu women’s roles with those of Buddhist nuns based on the poem “Sumangala’s Mother.”

I circulate and observe students as they work to synthesize their materials from the previous lessons onto the graphic organizer, and I gauge their understanding via whole-class discussion, providing general feedback.

I use this activity to highlight the change from the Mauryan, who were Buddhist, to the Gupta, who reaffirmed and further codified Hinduism.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 1 Centripetal Forces in Empire

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III

Estimated Time:

12 instructional hours

Essential Questions

- What methods did the Roman, Han, and Gupta-Mauryan empires use to expand economic and political order?
- In what ways did the status of women change as empires codified their belief systems?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Contextualization
Comparison
Causation

Strayer, chapter 3
(topic: Rome)

Instructional Activity: Roman Empire Problem Solving
In this activity, pairs of students act as imperial Roman advisers. They choose from a range of actions (on a continuum from dominant to hegemonic) in responding to problems in the expansion of imperial Rome. Class closes with a whole-class discussion of the empire's actual choices during which students take notes.

Analyzing Historical
Evidence
Argument
Development
Contextualization

Strayer, chapter 5
(topic: patriarchies)
Web
"The Roman Empire
in the First Century:
Family Life"
"The Roman Empire
in the First Century:
Religion"

Instructional Activity: Roman Social Order
Students read about the Roman traditions of *paterfamilias* and worship and then draw connections between religion and the enforcement of social and political power structures in a whole-class discussion.

The lesson is focused on critical thinking. Students are considering the impact of the decisions as they make their choices. The lesson also reinforces the "hegemonic versus dominant" empire concept introduced in the Approaches to Imperial Rule activity.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 1 Centripetal Forces in Empire

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III

Estimated Time:

12 instructional hours

Essential Questions

- What methods did the Roman, Han, and Gupta-Mauryan empires use to expand economic and political order?
- In what ways did the status of women change as empires codified their belief systems?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Strayer, chapter 4 (topic: Christianity)
New Testament
Web
"The Nicene Creed"

Instructional Activity: Basics of Christianity
Student pairs use excerpts from the New Testament to infer why Christianity had mass appeal in the context of the collapse of political, social, and economic order in the late Roman Empire. They then use the Nicene Creed to identify areas of controversy within the various Christian communities that the creed adjudicated.

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

Strayer, chapter 4 (topic: Christianity)
Armstrong, "The Gospel According to Woman: Christianity's Creation of the Sex War in the West"
King, "Women in Ancient Christianity: The New Discoveries"

Formative Assessment: Women and Christianity
Working in pairs, students identify the thesis statement, supporting arguments, and key evidence of one of two conflicting essays on the topic of whether Christianity liberated women. Pairs then mix with another student pair who read the opposing essay. In their groups of four, each side presents their arguments and stands for cross-examination. They conclude by weighing the merits of each argument and coming to a consensus as to which is most compelling.

The spread of salvation doctrines that often accompanied the collapse of Classical empires, including Pure-Land Buddhism and Christianity, share similar causes, which I use to teach causation analysis.

This activity provides me with an opportunity to assess my students' ability to work with historical arguments. I can then debrief the activity and provide feedback on how students did in understanding the arguments.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 2 Economic and Cultural Exchanges

Learning Objectives:

► ENV-5, CUL-1, CUL-2, CUL-6, ECON-2, ECON-3, ECON-7, SOC-5

Key Concepts:

► 2.1.II, 2.1.III, 2.2.III, 2.3.III

Estimated Time:

4 instructional hours

Essential Questions

► In what ways did long-distance trade reward the imperial elite for their cooperation? ► What was the relationship between trade routes and the spread of religions? ► What factors shaped the success and forms of religion and philosophies as they spread into new areas?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Strayer, chapter 4 (topic: spread of religion)
Web
AP World History 2004 Free-Response Questions, Section II, Part A

Instructional Activity: Diffusion of Buddhism
Students interpret Chinese perspectives on Buddhism using the 2004 DBQ documents, noting how perceptions changed over time. They analyze the point of view or context of each document. Finally, students write a complete evidentiary paragraph in which they use two or more documents to characterize one perspective on Buddhism in the time period.

Students are gaining practice at interpreting and contextualizing historical documents, as well as making historical arguments using documents as evidence.

Analyzing Historical Evidence
Argument Development

Strayer, chapter 6 (topic: Iron Age trade)
Web
“The Periplus of the Erythraean Sea: Travel and Trade in the Indian Ocean by a Merchant of the First Century”

Instructional Activity: Mapping the Periplus
Working individually, students use excerpts from *The Periplus of the Erythraean Sea* to label ports, trade goods, and the flow of goods in the Arabian Sea and Indian Ocean on a black-line map.

Visual representation of global patterns helps students visualize connections and reinforces geographic knowledge.

Analyzing Historical Evidence
Argument Development
Contextualization

Web
“Antique Roman Dishes”

Instructional Activity: Diets of the Roman Elite
Using a sample of the diets of the Roman elite, students infer information about the long-distance trade connections necessary to provide exotic foods. Students use classroom computers to identify the origins of the exotic foods and spices.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 2 Economic and Cultural Exchanges

Learning Objectives:

► ENV-5, CUL-1, CUL-2, CUL-6, ECON-2, ECON-3, ECON-7, SOC-5

Key Concepts:

► 2.1.II, 2.1.III, 2.2.III, 2.3.III

Estimated Time:

4 instructional hours

Essential Questions

► In what ways did long-distance trade reward the imperial elite for their cooperation? ► What was the relationship between trade routes and the spread of religions? ► What factors shaped the success and forms of religion and philosophies as they spread into new areas?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison

Strayer, chapter 3 (topic: state and empire in Afro-Eurasia)
Web
Map of Ancient Rome
Map of Chang'an city
Map showing sites of Ashoka's rock and pillar edicts
Map showing the spread of Buddhism
"The Peryplus of the Erythraean Sea: 1st Century C.E."
The Silk Road and related trade routes map

Formative Assessment: Imperial Cities — Functions

Working in groups of four, students examine maps of long-distance trade routes and the diffusion of religion along with city maps; from these they make inferences about the role of each city as a center of trade, administration, and religious ritual. They make inferences from each map to support comparative arguments, and they document these inferences on a comparative analysis graphic organizer, including each of the functions listed above.

I circulate and provide feedback to student groups to check their understanding as they make their inferences from the maps. I also have them share their comparative arguments to assess their overall ability to construct evidence-supported arguments.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 3

Key States: Greek and Mayan Civilization

Learning Objectives:

► ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.II, 2.1.III, 2.2.I, 2.2.III, 2.2.IV, 2.3.I

Estimated Time:

6.5 instructional hours

Essential Questions

► What elements of scientific reasoning were evident in Greek and Mayan cultures? ► What caused political decentralization in Greek and Mayan societies? ► What political, economic, and social influences led to changes in Greek art and architecture throughout the time period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation

Strayer, chapter 4 (topic: the Greek way of knowing)
Gaardner, chapter 9: "Plato" and chapter 11: "Aristotle"

Instructional Activity: Greek Rationalism
After reading excerpts from Gaardner characterizing the philosophy of Plato or Aristotle, pairs of students — each having read one of the philosophers — discuss the philosophers' beliefs about how reality could be understood, the key to ethics, women, and the ultimate goal of life. Students explain their philosophers' position to their partners and discuss which of the two has the best perspective, as well as which had the most impact on Western culture overall.

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 3 (topic: the Greeks)
Web
Map of the natural resources in the Aegean region

Instructional Activity: The Geography of the Hellenes
Using a map that includes natural resources as a stimulus for discussion, students identify ways in which the geography of the Hellenic world was conducive to trade but not to durable empire.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison

Strayer, chapter 5 (topic: Sparta and Athens)
Bulliet et al., chapter 4 (topic: the Greeks)
Video
Athens: The Dawn of Democracy
The Spartans

Instructional Activity: Democracy in the Greek Polis
Using excerpts from chapter 4 and segments of both PBS films, students evaluate the democracy of Classical Athens, discussing its limitations and inequality. Next, students contrast the status of women in Sparta and Athens.

I am building students toward a comparative analysis between the Greek city-states and the Maya, starting with the Greeks. What they learn from this lesson will provide part of the data for a comparison of the intellectual life of the two societies.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 3

Key States: Greek and Mayan Civilization

Learning Objectives:

► ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.II, 2.1.III, 2.2.I, 2.2.III, 2.2.IV, 2.3.I

Estimated Time:

6.5 instructional hours

Essential Questions

► What elements of scientific reasoning were evident in Greek and Mayan cultures? ► What caused political decentralization in Greek and Mayan societies? ► What political, economic, and social influences led to changes in Greek art and architecture throughout the time period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Web
“Cycladic, Minoan, Mycenaean, Archaic Greek, Classical Greek, and Hellenistic Greek Art Gallery”

Instructional Activity: Change over Time in Greek Art and Architecture
As a whole class, students use examples of Cycladic, Archaic, and Classical Greek art and architecture to analyze changes over time and connect the changes with the political and economic context in which the different styles were produced.

Analyzing Historical Evidence
Argument Development
Comparison

Strayer, chapter 6 (topic: civilizations of Mesoamerica)
Web
“Ancient Maya Economy and Trade”
Maya Inca Aztec

Instructional Activity: Mayan City-States
Working in groups of four, students use evidence packets that I provide on the Mayan political form of state, arts and architecture, belief systems, or economy to form a relative expertise in their category. Two students from each group become “learners” who will travel to three tables that studied the other three categories to learn about other aspects of Mayan society. Two group members remain at their table as “teachers” to receive incoming learners from other groups. After all the learner pairs have visited the three other tables, they return to their home tables and teach their partners.

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Formative Assessment: Greeks Versus the Maya
Using a graphic organizer that asks them to compare using categories of political form of state, arts and architecture, belief systems, and economy, students write a comparative thesis. They also write a causation analysis for each of three of the categories above, explaining what led to the similarities or differences for each.

This lesson helps students understand the tension between instability and chaos, on the one hand, and stability and peace, on the other, in shaping the visual culture of Greece.

This early exercise focuses on comparison, but the causation analysis also targets long essay prompts focused on causation. I circulate and monitor my students' progress, providing feedback as well as scaffolding to students who are having difficulty.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 4 Centrifugal Forces in Empire

Learning Objectives:

► ENV-1, ENV-2, CUL-2, SB-2, SB-3,
SB-4, SB-5, SB-6

Key Concepts:

► 2.1.II, 2.2.I, 2.2.II, 2.2.IV, 2.3.III

Estimated Time:

4 instructional hours

Essential Questions

► What common forces led to the collapse of the Roman and Han empires? ► What similarities and differences existed in how the Romans and Han Chinese saw border peoples? ► How did the relationship between microparasites and human society interact with human understanding of health and medicine?

Practices and Skills

Materials

Instructional Activities and Assessments

Causation

Instructional Activity: The Conrad–Demarest Model II

Students take notes as I review Conrad and Demarest's causes for the collapse of empires.

Analyzing Historical Evidence

Strayer, chapter 3
(topic: Han China and Rome)

Instructional Activity: Frontier Peoples

Working in pairs, students read documents on the Han interaction with the Xiongnu and Roman attitudes toward border peoples, comparing and contrasting how each empire viewed the peoples who would eventually contribute to their downfall.

Argument Development
Comparison

Web

"Description of Huns and Goths, About AD 390"

"Ethnic Relations and Political History Along the Silk Roads"

Map of the invasions and rebellions in the Roman Empire, 250–271 C.E.

"Tacitus: Germania"

China's and the Mediterranean's chronic problems with invasions of border peoples provide a continuity for students to use, particularly in studying Chinese history.

UNIT 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES c. 600 B.C.E. to c. 600 C.E.

Module 4 Centrifugal Forces in Empire

Learning Objectives:

► ENV-1, ENV-2, CUL-2, SB-2, SB-3, SB-4, SB-5, SB-6

Key Concepts:

► 2.1.II, 2.2.I, 2.2.II, 2.2.IV, 2.3.III

Estimated Time:

4 instructional hours

Essential Questions

► What common forces led to the collapse of the Roman and Han empires? ► What similarities and differences existed in how the Romans and Han Chinese saw border peoples? ► How did the relationship between microparasites and human society interact with human understanding of health and medicine?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Contextualization
Comparison

Strayer, chapter 3
(topic: fall of empire)

Instructional Activity: Role of Disease
Students take notes during a multimedia lecture that discusses the impact of the plague on Han China compared with Rome during the Antonine Plague, and differences between the Chinese (Daoist) and Roman (Galen) understanding of contagion. Students evaluate the effectiveness of both medical systems.

Analyzing Historical
Evidence
Argument
Development
Comparison
Causation

Summative Assessment: Long Essay Question
In response to a prompt, students write a long essay comparing the causes and effects of the collapse of empires in two of the following regions: the Mediterranean, East Asia, South Asia, and the Americas.

Learning objectives addressed: ENV-1, ENV-2, CUL-2, SB-2, SB-3, SB-4, SB-5, SB-6

This summative assessment addresses the essential question, What common forces led to the collapse of the Roman and Han empires?

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 1 Dar al-Islam

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.2.I, 3.3.I, 3.3.II

Estimated Time:

7 instructional hours

Essential Questions

► What elements of outside cultural, religious, economic, and political systems influenced early Islam and the caliphate? ► What patterns of accommodation and adaptation characterized the spread of Islam during this time period? ► What were the most important political, social, and economic effects of the spread of Islam throughout Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation

Strayer, chapter 9
(topic: the homeland
of Islam)

Instructional Activity: Pre-Islamic Arabia, Part I

Students take notes during a multimedia presentation that reviews the political and economic influences on pre-Islamic Arabia.

Analyzing Historical
Evidence

Stearns et al. (6th
ed.), chapter 7 (topic:
the pre-Islamic
Arabian world)

Instructional Activity: Pre-Islamic Arabia, Part II

Using a list of facts about the status of women in pre-Islamic Arabia, students identify universal criteria to evaluate women's status, also making generalizations about pre-Islamic Arabian political, economic, religious, cultural, and social structures. Finally, they identify what societal problem was addressed by each of the Five Pillars of Islam.

Argument
Development

Contextualization
Causation

Web
"What Are the Five
Pillars of Islam?"

Analyzing Historical
Evidence

Formative Assessment: Impact of Islam on Arabia

Working in pairs, students use a change over time graphic organizer to construct arguments about continuity versus change in Arabia after the spread of Islam using the categories of politics, economy, religion, culture, and society.

Argument
Development

Continuity and
Change over Time

Ideally, students produce a general set of criteria that I can revisit whenever we look at women's status throughout the course.

As students work on their graphic organizers, I circulate and interact with them. I gauge their progress and provide help when necessary along with feedback.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 1 Dar al-Islam

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.2.I, 3.3.I, 3.3.II

Estimated Time:
7 instructional hours

Essential Questions

► What elements of outside cultural, religious, economic, and political systems influenced early Islam and the caliphate? ► What patterns of accommodation and adaptation characterized the spread of Islam during this time period? ► What were the most important political, social, and economic effects of the spread of Islam throughout Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison
Causation
Continuity and Change over Time

Strayer, chapter 9 (topic: caliphates)
Stearns et al. (6th ed.), chapter 7 (topic: Umayyads)

Instructional Activity: Advisers to the Caliph

In groups of four, using excerpts from chapter 7, including information on the collapse of the Roman and Han empires and a summary of problems the Umayyad Caliphate faced, students advise the caliph, applying the conditions facing the caliphate to the Conrad–Demarest model to recommend changes to prevent the caliphate from collapsing.

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

Strayer, chapter 9 (topic: dar al-Islam)
Dorling Kindersley Cartography, pp. xx–xxi: “The Global Climate”
Web
“Agriculture”

Instructional Activity: Muslim Agricultural Revolution

In pairs, students translate the names of the crops and resulting dishes of the Muslim agricultural revolution, such as *arroz* (rice), and discuss how hydro technologies spread with Islam. Finally, students use a climate map to identify areas of Afro-Eurasia that would have benefitted from the *qanat*.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Bulliet et al., chapter 13 (topic: Delhi sultanate)
Meredith and Hewetson, p. 12: “Hinduism” and p. 38: “Islam”

Instructional Activity: Simulation — Islam into India

Working in pairs, students predict points of potential conflict between Hindus and Muslims based on the beliefs and practices of the two groups. Students then research whether their predicted points of conflict led to actual conflict.

This activity is a review of the causes of collapse of the Classical empires and the Conrad–Demarest model, as well as a means to learn about change over time from the Umayyad to the Abbasids.

The most surprising element of this lesson is the degree of accommodation and cooperation between Muslims and Hindus despite differing beliefs and the potential for conflict.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 1 Dar al-Islam

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.2.I, 3.3.I, 3.3.II

Estimated Time:

7 instructional hours

Essential Questions

► What elements of outside cultural, religious, economic, and political systems influenced early Islam and the caliphate? ► What patterns of accommodation and adaptation characterized the spread of Islam during this time period? ► What were the most important political, social, and economic effects of the spread of Islam throughout Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison

Strayer, chapter 9 (topic: Islam and cultural encounter)
Video
Wonders of the African World (episode 2: "The Swahili Coast")

Formative Assessment: Impact of Islam Long Essay

On a comparative graphic organizer, students individually take notes during a lecture about Islam in West Africa and as they watch "The Swahili Coast" (an episode of the PBS film about Islam in East Africa). They use information from the previous lesson to note similarities and differences regarding Islam in East Africa versus West Africa, and they compose a thesis statement and supporting arguments.

I am monitoring my students' long essay writing skills by having them synthesize the materials from multiple lessons into a comparative argument. I circulate while they write and provide feedback, as well as scaffolding for students who are struggling.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 2 Chinese Renaissance

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.2.I, 3.3.I, 3.3.II, 3.3.III

Estimated Time:
5 instructional hours

Essential Questions

► What factors led to the re-establishment of Chinese dynastic rule under the Sui dynasty? ► What elements of classical Chinese culture re-emerged as continuities during the Sui-Tang-Song period? ► What enduring religious, cultural, and economic changes characterize the period from 600 C.E. to 1450 in China?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Strayer, chapter 8
(topic: Sui China)

Instructional Activity: Chinese Revival Under the Sui
Students take notes during a multimedia presentation on the Sui dynasty's role in reviving China, with emphasis on the Grand Canal's importance. They also note causes of the dynasty's collapse to test the validity of the Conrad-Demarest model, which lists reasons why empires collapse.

Contextualization
Continuity and Change over Time

Strayer, chapter 8
(topic: China and the northern nomads)
Web
Map of the Northern Sung dynasty
Map of the Sui dynasty
Map of the Tang dynasty

Instructional Activity: China's Changing Borders
Working in pairs and using maps of all three dynasties, students note how the borders of imperial China changed over time, particularly noting the scope of China's western borders along the Silk Road under the Tang, followed by the shrinking borders of the Song.

Analyzing Historical Evidence
Argument Development

Web
"The Cities of the Song"

Formative Assessment: Song Dynasty Scroll
In pairs, students use segments of the Kaifeng Scroll to make inferences about the commercial and religious pilgrimage functions of major cities. They record their observations on a simple graphic organizer and then share with the class.

The brevity of the Sui provides an interesting look at both centripetal and centrifugal forces in empire.

The link between the spread of Buddhism and trade routes in Song China emerges from the scrolls. I gauge my students' inferential ability and provide them with pointers and feedback during the class discussion.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 2 Chinese Renaissance

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.2.I, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

5 instructional hours

Essential Questions

► What factors led to the re-establishment of Chinese dynastic rule under the Sui dynasty? ► What elements of classical Chinese culture re-emerged as continuities during the Sui-Tang-Song period? ► What enduring religious, cultural, and economic changes characterize the period from 600 C.E. to 1450 in China?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Strayer, chapter 8 (topic: women in the Song dynasty and the crisis of Chinese Buddhism)
Duiker and Spielvogel, pp. 284–286: “Neo-Confucianism: The Investigation of Things”

Instructional Activity: Neoconfucianism
Students individually read a one-page document about Neoconfucianism. This is followed by a whole-class discussion emphasizing how Neoconfucianism absorbed elements of Daoism and Buddhism while reinforcing Confucian values of social order.

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

“School Regulations Established by Masters Cheng and Dong”

Instructional Activity: Neoconfucian School Rules
In pairs, students read the Neoconfucian school rules of Masters Cheng and Dong and systematically evaluate modern students’ adherence to the expectations that existed for students in Song-era China.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 3

Sinification in East Asia: Japan Versus Korea

Learning Objectives:

► CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-3, SB-4, ECON-7, SOC-6

Key Concepts:

► 3.1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.III

Estimated Time:

3 instructional hours

Essential Questions

► In what ways did Chinese political, cultural, and architectural values and practices influence East Asia? ► In what ways did non-Chinese areas of East Asia diverge from Chinese patterns? ► What caused the differential adoption of Chinese cultural practices in East Asia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing

Historical

Evidence

Argument

Development

Comparison

Strayer, chapter 8
(topic: sinification)

Web

"The Constitution of
Prince Shōtoku"

Map of Chang'an city

Instructional Activity: Sinification in Korea Versus Japan

Working in pairs, students use a set of documents about China's influence on Korea or China's influence on Japan, jigsawing with a student pair that reads about the other area. Next, using a graphic organizer, students compare the impact on belief systems, writing, architecture, and government.

.....
Analyzing Historical
Evidence

Argument

Development

Comparison

Original plan for
Heian-kyo

"Symbolism of
Korean Flag"

Formative Assessment: Long Essay on Sinification

Students use their graphic organizer from the comparative analysis above to write elements of a long essay, comparing sinification in Korea and Japan. They share their thesis statements and analytical topic sentences with a partner and choose the best example of each.

Later in the unit students will write a long essay comparing sinification and the impact of Arabs. This lesson sets up their background knowledge on sinification.

As part of preparing for the long essay at unit's end, students practice comparative argument development. I circulate, providing feedback and scaffolding for students who are struggling.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 4

Political Continuity and Innovation in the Early Modern Period

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.III, 3.2.I, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

6 instructional hours

Essential Questions

► What innovative imperial practices emerged during the period 600–1450? ► What classical imperial practices continued from earlier time periods? ► What were the principal causes of continuity and change in imperial practices during this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Strayer, chapter 10 (topic: Christendom)
Web
“DBQ – Great Eastern Schism”

Instructional Activity: The Great Schism
Working in pairs, students analyze a set of documents about the causes and effects of the Great Schism, determining common causes and effects and addressing point of view, purpose, audience, and context in three of the documents that represent a common cause or effect.

Analyzing Historical Evidence
Continuity and Change over Time

Strayer, chapter 10 (topic: western Christendom)
Web
“Castles” (image: “Warwick Castle”)
“Farms & Vineyards”
“The Feudal System” (images: “Roland pledges his fealty to Charlemagne” and “The three estates appointed by God: cleric, knight and peasant”)
“Romanesque Architecture”
“Stained Glass Window, Church, Reykjavik”

Formative Assessment: Europe, 600–1450, Part I
In groups, students use an image from a set of five to make three inferences about medieval European politics, economy, society, and religion. Students then split up and work in new groups in which everyone has considered a different image. They present their image and inferences to their new groups while recording their peers’ findings in a CCOT graphic organizer column under “early Middle Ages.” Debriefing includes a summary discussion.

This document-based activity is particularly conducive to discussion of point of view, because the Catholic and Orthodox versions of the Schism differ still today.

This jigsaw activity reinforces students’ ability to make appropriate inferences using images without text and provides me with the opportunity to assess their ability and scaffold. It also sets up a CCOT analysis in the next module. As students work, I circulate and check their understanding of the documents, providing feedback and scaffolding where necessary.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 4

Political Continuity and Innovation in the Early Modern Period

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.III, 3.2.I, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

6 instructional hours

Essential Questions

► What innovative imperial practices emerged during the period 600–1450? ► What classical imperial practices continued from earlier time periods? ► What were the principal causes of continuity and change in imperial practices during this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence

Strayer, chapter 10 (topic: the Crusades)

Argument Development

Finucane, “Soldiers of the Faith: Crusaders and Moslems at War”

Contextualization

Causation

Mayer, “The Crusades”

Instructional Activity: Causes of the Crusades

In pairs, students identify the thesis statement, supporting arguments, and key evidence in one of two conflicting essays on the causes of the Crusades. Pairs then mix with another student pair who read the essay that takes the opposite viewpoint. Each side presents their arguments and stands for cross-examination. The groups of four conclude by weighing the merits of each argument, coming to a consensus as to which is best. The whole-class debriefing includes an emphasis on the power of the Catholic Church in the High Middle Ages, the social and economic problems of an isolated Europe, and the impact of the Crusades on Venetian control of Mediterranean trade.

Argument

Development

Contextualization

Comparison

Causation

Instructional Activity: Comparative Causation Analysis

Students practice the skills of causation and comparison by writing two paragraphs, each one analyzing and comparing causes for different historical developments. In the first paragraph, students compare the causes of the spread of Christianity with the causes of the spread of Buddhism. In the second paragraph, students compare the role of the church in political leadership in eastern and western Europe.

Analyzing Historical Evidence

Argument

Development

Comparison

Formative Assessment: Imperial Parallels

Working in pairs, students compare the imperial approach of two of the three empires (Byzantine, Sui-Tang-Song, Caliphate), composing a thesis statement and supporting arguments as well as a complete evidentiary paragraph.

I want students to reaccess what they learned about empires in this panoramic comparative lesson, while I gauge their progress and provide feedback.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 4

Political Continuity and Innovation in the Early Modern Period

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.III, 3.2.I, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

6 instructional hours

Essential Questions

► What innovative imperial practices emerged during the period 600–1450? ► What classical imperial practices continued from earlier time periods? ► What were the principal causes of continuity and change in imperial practices during this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Causation

Strayer, chapter 11 (topic: the Mongol Empire)
Stearns et al. (6th ed.), pp. 316–319: “The Transcontinental Empire of Chinggis Khan”
Holoka and Upshur, pp. 11–14: “Marco Polo’s Awestruck Description of Mongol Rule”
Morgan, pp. 74–83: “The Mongol Army”
Web
Frasier, “Invaders: Destroying Baghdad”
“Marco Polo: On the Tartars”
Wheelis, “Biological Warfare at the 1346 Siege of Caffa”

Instructional Activity: The Rise of the Mongol Empire

In pairs, students make inferences about the causes of the rise of the Mongols using sets of primary and secondary sources that I generate on two different causes, including “geography/environment,” “technology,” “great man,” and “political” categories. They then meet with a pair who worked on the two other categories of cause, sharing inferences. The groups then rank the four causal factors from most to least important.

I use four one-page sets of documents for this activity, each containing approximately five quotations from the listed sources. Students work with two of the sets.

Some in-depth work with causation helps progressively hone students’ ability to use and articulate common types of causes.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 5 European Renaissance

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

4 instructional hours

Essential Questions

► What were the consequences of economic disengagement and decentralization in western Europe? ► What led to the reconnection of western Europe to the robust transnational trade system of the time? ► To what extent was European Renaissance culture influenced by dar al-Islam and the larger Afro-Eurasian world?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing
Historical Evidence
Continuity and
Change over Time

Strayer, chapter 10
(topic: accelerating
change in the West)
Noonan, “DBQ 4:
Middle Ages or Early
Renaissance”

Instructional Activity: Europe 600–1450, Part II
Using the CCOT graphic organizer partially completed in the formative assessment of the same name in the previous module, students circulate in small groups among a series of six stations, each containing visual and/or written sources showing changes in western Europe's politics, economy, society, and religion. At each station students make inferences from materials, recording their inferences on the graphic organizer. This is followed by a group discussion of key changes and continuities.

Causation
Continuity and
Change over Time

Strayer, chapter 7
(topic: spread
of disease
through trade)
Caldwell, Clark, and
Herscher, lesson 4:
“How Did the Black
Death Raise Living
Standards in
Europe?”

Instructional Activity: Black Death Economics
In pairs, students use economic reasoning and basic mathematics to consider the impact of the Black Death on labor practices in Europe, as well as the impact on the agricultural versus manufacturing sectors of the economy.

This is the second half of this change over time study that started with the image analysis jigsaw on early medieval Europe in the previous module.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 5 European Renaissance

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:
4 instructional hours

Essential Questions

► What were the consequences of economic disengagement and decentralization in western Europe? ► What led to the reconnection of western Europe to the robust transnational trade system of the time? ► To what extent was European Renaissance culture influenced by dar al-Islam and the larger Afro-Eurasian world?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation

Strayer, chapter 9
(topic: al-Andalus)
Web
“Consolidation of Trans-Hemispheric Networks” (“Lesson 2: Borrowing Styles, Consumer Goods, and Techniques in the Hemispheric Luxury Trade”)
Video
Islam: Empire of Faith
(part 2: “The Awakening”)

Instructional Activity: Islam and the Renaissance
Working in pairs, students identify ways that the products or ideas originating in the Arab world or preserved by Muslims affected Renaissance Europe. They record Islamic innovations or preservations and draw causal links with their emergence or re-emergence in western Europe as part of the Renaissance. Finally, students watch a segment on the House of Wisdom in Baghdad from the video *Islam: Empire of Faith*.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Strayer, chapter 7
(topic: Asian trade)
Web
Shaffer,
“Southernization”

Instructional Activity: Southernization
As a whole class, students read and discuss an abbreviated version of Linda Schaffer’s “Southernization,” noting the flow of products and ideas on a map of Afro-Eurasia.

Students seem to be awed by the type and amount of impactful technology coming out of the Southern Hemisphere, as depicted in Schaffer’s essay. They develop a better understanding of the global context of the Italian Renaissance.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 6

Diffusion of People, Technologies, and Ideas

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 2.3.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

4 instructional hours

Essential Questions

- What technologies and innovations allowed the exploitation of resources on behalf of the elite during this period? ► What are the means by which imperial governments ensured the supply of luxury goods to the elite? ► What form did reactions to the exploitation of labor necessary for imperial economies take?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Comparison

Strayer, chapter 12 (topic: the Americas in the 15th century)
Pomerantz and Topik, part 3.1: "Chocolate: From Coin to Commodity"
Web
"Bernal Diaz: From the True History of the Conquest of New Spain"
"Bridging World History: Unit 8: Early Economies"

Instructional Activity: Incan and Aztec Economies

Working in pairs, students use a variety of sources (including the "Inkan Tribute Economy" video from the "Bridging World History" site) to identify similar ways the Incan and Aztec empires facilitated production and trade within their empires (e.g., infrastructure, high-yield crops, terracing, and *chinampas*), as well as the ways each empire controlled its labor supply and was involved in the distribution of goods.

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 12 (topic: Zheng He)
Kristof, "1492: The Prequel"
Swanson, "Eighth Voyage of the Dragon: A History of China's Quest for Seapower"

Instructional Activity: Ming Maritime Withdrawal

Working in pairs, students identify the thesis statement, supporting arguments, and key evidence of one of two conflicting essays on causes of the Chinese withdrawal of Zheng He's missions. Pairs then mix with another student pair who read a conflicting essay. Each side presents their arguments for cross-examination. Groups conclude by weighing the merits of each argument and determining which is the best. Whole-class debriefing focuses on the economic costs and benefits of the missions.

This lesson provides necessary background on the Americas for learning about the transformations that occur with European contact in the next unit. It also allows me to gauge students' progress in making comparisons and provide feedback as they work.

UNIT 3: REGIONAL AND INTERREGIONAL INTERACTIONS c. 600 C.E. to c. 1450

Module 6

Diffusion of People, Technologies, and Ideas

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 2.3.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

4 instructional hours

Essential Questions

- What technologies and innovations allowed the exploitation of resources on behalf of the elite during this period?
- What are the means by which imperial governments ensured the supply of luxury goods to the elite?
- What form did reactions to the exploitation of labor necessary for imperial economies take?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence

Strayer, chapter 12 (topic: Ming dynasty)

Argument Development

Andrea and Overfield (8th ed.), pp. 113–116:

Contextualization

“Shen Zan, Fragmented Pieces on Recent Events and Song Yingxing, Unofficial Opinions”

Instructional Activity: Collapse of the Ming Dynasty

In groups of four, students role-play peasants facing the hardships of the late Ming period and decide among a number of undesirable options based on conditions that peasants in China faced at the time. (The role-play is based on a summary of the peasants’ issues from chapter 12.) Using evidence from the role-play and a reading of “Shen Zan, Fragmented Pieces on Recent Events and Song Yingxing, Unofficial Opinions,” students note whether centrifugal forces in the late Ming support the Conrad–Demarest model.

Analyzing Historical Evidence

Summative Assessment: Long Essay Question

Students write a long essay comparing and contrasting the impact of the Arabs on areas outside Arabia with the impact of the Chinese on East Asia.

Argument Development

Learning objectives addressed: ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-7, SOC-2, SOC-6

Comparison

Causation

This summative assessment addresses all of the essential questions for this module.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 1

European Expansion: Why, Where, and When?

Learning Objectives:

► ENV-2, CUL-3, SB-3, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1

Key Concepts:

► 4.1.II, 4.1.III, 4.1.IV, 4.3.II

Estimated Time:

4 instructional hours

Essential Questions

► What were the political and cultural causes that motivated European maritime exploration and expansion by the Portuguese? ► What forces in European society led to the Reformation and the Catholic Reformation? ► In what ways did new technology allow Europeans to overcome geographic obstacles to exploration?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation

Strayer, chapter 12 (topic: European maritime voyaging) and p. 672: “Europeans in Asia in the Early Modern Era”

Instructional Activity: Technology and Geography

Students take notes on key navigational and sailing technologies during a multimedia presentation. They then indicate the origins of maritime technologies on a black-line master map of Afro-Eurasia and explain the importance of each technology to European maritime exploration and expansion. Finally, students trace routes of Europeans around Africa and the Asian trade zone, labeling key ports and pinch points.

Analyzing Historical Evidence
Argument Development
Causation

Web
“Age of Exploration DBQ Packet”

Instructional Activity: European Maritime Exploration

Working in groups of three, students infer from three sets of documents addressing political, economic, and cultural causes of European maritime exploration. They then share their inferences with the other two members of their group, recording causes by category. Finally, they determine which of the causes was essential to the European exploration, considering whether, had the cause not existed, Europeans would have put the time and resources into expansion.

Students need to revisit geography (particularly the regions as designated by the College Board) frequently. This activity couples causation analysis with geography.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 1

European Expansion: Why, Where, and When?

Learning Objectives:

► ENV-2, CUL-3, SB-3, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1

Key Concepts:

► 4.1.II, 4.1.III, 4.1.IV, 4.3.II

Estimated Time:

4 instructional hours

Essential Questions

► What were the political and cultural causes that motivated European maritime exploration and expansion by the Portuguese? ► What forces in European society led to the Reformation and the Catholic Reformation? ► In what ways did new technology allow Europeans to overcome geographic obstacles to exploration?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 15 (topic: reformations)
Documents in Western Civilization, part 11.1: "Erasmus: A Diatribe Against the Pope"
Web
"Defenestration of Prague of 1618"
"Index Librorum Prohibitorum"
"Jesuit"
Luther's 95 Theses
"The St. Bartholomew's Day Massacre"

Formative Assessment: The Reformation

Working in groups of three, students individually read and make inferences from two sources about the causes and effects of the Reformation. After finishing their two documents, students share their inferences with their group, completing a graphic organizer with each document heading a row and "causes" and "effects" as the columns. They then trace a line from each cause to its related effect while discussing the link. Finally, groups select the top two causes and top two effects and explain their reasoning in writing.

Causation

Video
Guns, Germs, and Steel (episode 2: "Conquest")

Instructional Activity: Europeans in the Americas

Using a graphic organizer with columns labeled "type of cause," "proximal cause," and "distal cause" and rows labeled "geographic," "cultural," "economic," "technological," and "political," students take notes from episode 2 of *Guns, Germs, and Steel*, on Francisco Pizarro's conquest of the Inca. Partners then share notes to ensure completion. Finally, partner pairs determine the single most important cause of the Europeans' success.

I want my students to connect local developments to global impacts. This activity feeds directly into an understanding of the role of the Catholic Reformation in spreading European beliefs and culture to other regions, and it allows me to assess students' inferential ability with complex documents and provide them feedback accordingly.

I want my students to understand the idea of multiple causations and be able to apply the concept in long essays.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 2

The Economy of Empire: The World System on a Global Scale

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.1.VI, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

► How do advocates of world systems theory describe the relationship between European core nations and their imperial peripheries? ► What changes resulted from European incursion into, and influence on, the Asian trade zone? ► Which areas fell outside of European control during this period, and why?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization

Instructional Activity: World Systems Theory

Students take notes on a multimedia presentation about world systems theory and alternate theories (Marxism, regionalism, Neoliberalism), followed by a discussion about whether there is a contemporary world system.

World systems theory provides an interesting perspective on the workings of global empires from 1450 forward, and it nicely explains the relationship of mercantilism as well as dependency.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 2

The Economy of Empire: The World System on a Global Scale

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.1.VI, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

► How do advocates of world systems theory describe the relationship between European core nations and their imperial peripheries? ► What changes resulted from European incursion into, and influence on, the Asian trade zone? ► Which areas fell outside of European control during this period, and why?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Strayer, chapter 14 (topic: Asian trading zone)
Andrea and Overfield (4th ed.), pp. 144–148: “Letter to the Dutch East India Company Board of Directors”
Pomerantz and Topik, part 1.10: “How the Other Half Traded”
Stearns et al. (7th ed.), p. 523: “Routes and Major Products Exchanged in the Asian Trading Network” and p. 527: “The Pattern of Early Expansion into Europe”
Web
“Journal of the First Voyage of Vasco Da Gama (1497–99)”
Video
Millennium (episode 7: “Century of the Telescope”)

Instructional Activity: Asian Trading Zone
Pairs of students analyze two sources, making inferences about the Asian trade network before European entry. They share their inferences and synthesize the findings into five essential characteristics of the Asian trade zone pre-1500. Next, students shift to a new partner and make inferences from sources, including a short film clip from the *Millennium* series, on changes in the Asian trade zone after 1500. After finding continuities, they evaluate whether the essential nature of the Asian trade zone changed with European entry into the system.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 2

The Economy of Empire: The World System on a Global Scale

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.1.VI, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

► How do advocates of world systems theory describe the relationship between European core nations and their imperial peripheries? ► What changes resulted from European incursion into, and influence on, the Asian trade zone? ► Which areas fell outside of European control during this period, and why?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Formative Assessment: Long Essay

Using the data from the previous assignment, students write a thesis statement, topic sentences, and a complete paragraph for a long essay, focusing on continuity and change over time in the Asian trading network from 1400 to 1700. They then evaluate each other's essays based on an articulated scoring guide.

This activity allows me to gauge students' ability to make inferences from complex documents as well as continuity and change arguments. I provide general feedback to the class based on selected examples that students volunteer.

Analyzing Historical Evidence
Causation

Strayer, chapter 13 (topic: the Columbian Exchange)
Web
McNeill, "The Columbian Exchange"

Instructional Activity: The Columbian Exchange, Part I

In groups of three, students use one of three sets of evidence about the Columbian Exchange to annotate and illustrate a map showing the diffusion of diseases, foods, or silver. Students then form new groups with students who examined a different set of evidence and they share and explain their maps.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Strayer, chapter 14 (topic: the silver trade)
Web
AP World History 2006 Free-Response Questions, Section II, Part A

Instructional Activity: Global Silver Glut

Working in pairs, students analyze a set of documents about the social and economic effects of the global flow of silver.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 2

The Economy of Empire: The World System on a Global Scale

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.1.VI, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

► How do advocates of world systems theory describe the relationship between European core nations and their imperial peripheries? ► What changes resulted from European incursion into, and influence on, the Asian trade zone? ► Which areas fell outside of European control during this period, and why?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization

Strayer, chapter 13, (topic: sugar)
Web
“Bridging World History: Unit 16: Food, Demographics, and Culture”

Instructional Activity: The Columbian Exchange, Part II

Students watch and discuss “Food and the Columbian Exchange: The Atlantic Voyages” and “Food and the Columbian Exchange: The Caribbean Experience” (on the “Bridging World History” site). The whole-class discussion includes the environmental impact of plantations, use of unfree labor, and link to global demand.

Analyzing Historical Evidence

Strayer, chapter 14 (topics: Euro-Asian commerce and the Atlantic slave trade)

Formative Assessment: Responses to Europeans

Working in groups of five, using a set of documents, students characterize the West African, Indian (Malabar Coast), and Japanese means, motives, and forms of resistance to European incursion by European royal chartered companies from 1450 to 1750.

Argument Development

Contextualization

Comparison

Web
“The Edicts of the Tokugawa Shogunate: Excerpts from the Edict of 1635 Ordering the Closing of Japan: Addressed to the Joint Bugyō of Nagasaki”
“Journal of the First Voyage of Vasco Da Gama (1497–99)”
“Letters to the King of Portugal”
“Portuguese Entering the Kongo Kingdom”

I use this assessment to gauge my students' ability to work with documents and formulate comparative arguments supported by the evidence they extract. I provide oral feedback directly to student groups.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 2

The Economy of Empire: The World System on a Global Scale

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.1.VI, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

► How do advocates of world systems theory describe the relationship between European core nations and their imperial peripheries? ► What changes resulted from European incursion into, and influence on, the Asian trade zone? ► Which areas fell outside of European control during this period, and why?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison

Web
“Letters to the King of Portugal”
“The Transatlantic Slave Trade: Introduction”

Instructional Activity: Comparing Slaving Systems
Working in pairs, students use a graphic organizer to compare and contrast the Arab and Atlantic slave trades. They establish categories for comparison (e.g., the gender of slaves), determine similarities and differences for each category, and then compose an overall comparative thesis statement.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 3

Cultural Diffusion and Syncretism in a Global Era

Learning Objectives:

► CUL-1, CUL-2, CUL-6, SB-2, SB-3, SB-4, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.IV, 4.1.VI, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

3.5 instructional hours

Essential Questions

► What led to the development and form of syncretic religious and cultural traditions in this time period? ► To what extent were the religions that emerged during this period distinct from their precursors? ► What cultural beliefs developed to justify new systems of social stratification during this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 15 (topic: persistence and change in Afro-Asian cultural traditions)
Web
Ward, "An Overview of the Debate on Animal Sacrifice in Modern Practice"

Instructional Activity: Vodun and Animal Sacrifice

Students individually read an excerpt about the debate on animal sacrifice and then have a fishbowl-style discussion. Two students face off against two other students at desks in the center of the room, each pair representing the pro or con side of whether animal sacrifice is universally wrong. The pairs are replaced with other students as the discussion continues. Next, students take notes next to various images of *lwás*, noting what problems each type of *lwa* helps with. They also note African, Christian, and native symbols within the images of *lwás*.

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 13 (topic: racial mixing in colonial Latin America)
Web
Image of Sociedad de las Castas

Instructional Activity: Sociedad de las Castas

Students take notes during a lecture on the South American caste system that includes images of caste "charts" showing that the highest castes were of European origin and emphasized European culture, whereas other castes represented blends of European, Amerindian, and African peoples and traditions. Students are then assigned a caste name, and they line up by rank and explain what determines their position.

This lesson highlights not only the diffusion and syncretism of religious beliefs and practices that resulted from the colonization of the Americas and the African diaspora, it also provides material for debate on the topic of universal moral values versus cultural relativism.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 3

Cultural Diffusion and Syncretism in a Global Era

Learning Objectives:

► CUL-1, CUL-2, CUL-6, SB-2, SB-3, SB-4, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.IV, 4.1.VI, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

3.5 instructional hours

Essential Questions

► What led to the development and form of syncretic religious and cultural traditions in this time period? ► To what extent were the religions that emerged during this period distinct from their precursors? ► What cultural beliefs developed to justify new systems of social stratification during this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

Strayer, chapter 15 (topic: relations between Muslims and Hindus in the Mughal Empire under Akbar)
Meredith and Hewetson, p. 12: "Hinduism," p. 38: "Islam," and p. 44: "Sikhism"
Video
Millennium (episode 6: "Century of the Compass")

Instructional Activity: Sikhism — Syncretic or New?
Students watch a short video on the Mughals and then use sources on the beliefs of Sikhs, Muslims, and Hindus to evaluate the argument that Sikhism is blend of Islam and Hinduism. They then note arguments that Sikhism is a new religion and not merely a syncretism.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 4

Outside the European Ecumene: Gunpowder Empires

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.V, 4.1.VII, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

7 instructional hours

Essential Questions

- What common causes led to the establishment of gunpowder empires by non-Europeans in the period 1450–1750? ► How did the non-European gunpowder empires of 1450–1750 conduct themselves with regard to subject populations? ► How did the fates of elites and common people vary within and among the empires of the time?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing
Historical Evidence
Argument
Development
Contextualization
Causation

Strayer, chapter 13
(topic: the Russian Empire)
Gilbert, p. 34: “Trade and Industry, 1700–1800”
Web
Map of Russian expansion, 1533–1894
Video
Millennium (episode 6: “Century of the Compass”)

Instructional Activity: Russian Expansion
In this decision-making exercise, after a brief lecture on the changes in Russia after the fall of the Mongols and watching a short video on Ivan the Terrible, students form groups of three. They consider and prioritize three areas for Russian expansion, based on the resources and strategic value of each, using maps of Russian trade and industry from 1700 to 1800 and Russian expansion from 1533 to 1894. Students record the order they have chosen and their reasoning in writing.

Analyzing Historical
Evidence
Argument
Development
Comparison

Strayer, chapter 12
(topic: the Ottoman and Safavid empires)
Web
“The Arts of Iran, 1600–1800”

Instructional Activity: The Safavid Empire
Working individually, students take notes during a multimedia lecture about the Safavid Empire in a comparative graphic organizer with rows labeled “political form of state,” “imperial ideology,” “arts and architecture,” and “revenue.” They label their columns “Safavid Empire,” “both,” and “Ottoman Empire.” Next, students examine examples of Safavid art and discuss the influence of earlier Islamic art and architecture, noting Persian innovations.

Comparison

Strayer, chapter 12
(topic: the Ottoman and Safavid empires)
Video
Islam: Empire of Faith (part 3: “The Ottomans”)

Instructional Activity: The Ottoman Empire
Students complete their comparative graphic organizer started in the preceding lesson, in which they recorded data on the Safavid Empire, by recording data from a film on the Ottoman Empire.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 4

Outside the European Ecumene: Gunpowder Empires

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.V, 4.1.VII, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

7 instructional hours

Essential Questions

- What common causes led to the establishment of gunpowder empires by non-Europeans in the period 1450–1750? ► How did the non-European gunpowder empires of 1450–1750 conduct themselves with regard to subject populations? ► How did the fates of elites and common people vary within and among the empires of the time?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Formative Assessment: Long Essay Practice

Working individually, using the comparative graphic organizer from the preceding lesson, students compose a comparative thesis statement, topic sentences, and an analysis of the causes of similarities or differences between the Safavid and Ottoman empires.

Analyzing Historical Evidence
Contextualization
Causation

Strayer, chapter 12 (topic: Ming China)
Andrea and Overfield (4th ed.), pp. 135–138: “Yang Lien, Memorial to Emperor Ming Xizong Concerning Eunuch Wei Zhongxian”

Instructional Activity: The Ming Dynasty’s Peasants

Pairs of students engage in a decision-making exercise by playing the part of Chinese peasants facing the hardships of the 17th-century Ming dynasty. They choose between a number of equally undesirable alternatives that Chinese peasants of the era faced to understand factors that ultimately led to dynastic change due to peasant rebellion. Next, students use the Memorial to Emperor Ming Xizong Concerning Eunuch Wei Zhongxian and the hardships from the simulation to test the Conrad–Demarest model’s argument about why empires collapse.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation

Strayer, chapters 12 and 13 (topics: the Ottoman, Safavid, Mughal, Songhai, Ming China, Russian Spanish, Portuguese, Dutch, British, and French empires)

Instructional Activity: Time Travel Choices

Students research the lives of the elite in three of the gunpowder empires of the time (each in a different region), choosing an area to which they would travel if they could. They support their choice with arguments about why the political, cultural, social, and economic life of the chosen empire’s elite would be appealing, along with what type of person they would be (e.g., a janissary). Then they identify con factors for the same civilization, such as unfree labor, policies toward subject communities, and how these communities might resist control by the elite.

My students frequently revisit comparative analysis to reinforce their composition skills and provide formative data to help me provide feedback and plan lessons to address general deficits.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 5 Varieties and Fates of Empires

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.1.VI, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:
4 instructional hours

Essential Questions

► What differences characterized trading post versus land-based empires? ► To what extent can empires of the time be considered dominant or hegemonic? ► What common problems emerged within the empires of the time that may have led to their collapse?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison

Strayer, chapters 12 and 13 (topics: the Ottoman, Safavid, Mughal, Songhai, Ming China, Russian Spanish, Portuguese, Dutch, British, and French empires)

Instructional Activity: Trading Post and Land-Based Empires

After taking notes on a short multimedia lecture highlighting the different attributes of land-based versus trading post empires, students discuss the costs and benefits of each type of empire. They use examples from the Dutch, English, Portuguese, Spanish, Russian, French, Mughal, Ottoman, Safavid, and Songhai empires.

Analyzing Historical Evidence
Argument Development

Strayer, chapters 12 and 13 (topics: the Ottoman, Safavid, Mughal, Songhai, Ming China, Russian Spanish, Portuguese, Dutch, British, and French empires)

Instructional Activity: Gunpowder Empires

Revisiting the “hegemonic versus dominant” classification scheme of empires from the first unit, student pairs classify the gunpowder empires into hegemonic or dominant, providing specific examples to support their classification scheme.

Analyzing Historical Evidence
Argument Development
Causation

Instructional Activity: Patterns of Imperial Collapse

In pairs, students identify problems that empires other than the Ming were experiencing at the close of the time period, matching their symptoms with the Conrad–Demarest model.

After having spent a significant amount of instructional time studying individual empires, as well as evolving economic systems, overview comparisons provide a useful big-picture view.

UNIT 4: GLOBAL INTERACTIONS c. 1450 to c. 1750

Module 5

Varieties and Fates of Empires

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.1.VI, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

4 instructional hours

Essential Questions

► What differences characterized trading post versus land-based empires? ► To what extent can empires of the time be considered dominant or hegemonic? ► What common problems emerged within the empires of the time that may have led to their collapse?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence

Argument Development

Contextualization

Comparison

Causation

Continuity and Change over Time

Summative Assessment: Unit Exam

Students take a unit exam that consists of 35 multiple-choice questions covering the entire unit (many of which are stimulus based) and a CCOT long essay question that asks students to identify the causes and effects of major changes and continuities in the political form of state within one of the regions taught in the unit. After their multiple-choice section is scored, students will rescore it by erasing incorrect answers and choosing another answer.

Learning objectives addressed: ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

This summative assessment addresses all of the essential questions for this unit.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 1

Differential Timing of Industrialization: Causes and Forms

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-3, CUL-4, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-2, SOC-3, SOC-4, SOC-6

Key Concepts:

► 5.1.I, 5.1.II, 5.1.III, 5.1.V, 5.1.VI, 5.4.I

Estimated Time:

3 instructional hours

Essential Questions

► What led to Britain being the first nation to fully industrialize? ► What internal factors delayed the industrialization of areas outside Europe? ► What external factors delayed the industrialization of areas outside Europe?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 17 (topic: the Industrial Revolution)

Instructional Activity: Early British Industrialization

In groups of three, students circulate through six stations, each representing a different cause for industrialization in England and containing two to three sources of various types. Students must determine what the cause is at each station by reading and making inferences from the documents. We then discuss their determinations as a class, compiling a list of causes.

Causation

Strayer, chapter 17 (topic: the Industrial Revolution)

Instructional Activity: Impact of Key Technologies

Students take notes during a multimedia presentation on several of the key technologies that emerged from early industrialization in England. They consider the short- and long-term pros and cons of each technology.

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Strayer, chapter 17 (topic: Russia) and chapter 19 (topics: the Ottoman Empire and Qing China)

Instructional Activity: Failed Modernizations

Using the list of causes from the Early British Industrialization activity above, groups of three evaluate one of three societies (Russia, the Ottoman Empire, or Qing China) that failed to industrialize as quickly or effectively as others in the 1750–1900 period. After evaluating the area they were assigned, student groups split up and reconvene in mixed groups to share their evaluations. Groups then compose a thesis statement about the most important reasons why some societies did not industrialize as soon or as completely as others.

It is useful to have students revisit the concept of short-term (proximal) versus long-term (distal) effects.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 2

The World System in the Long 19th Century

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-3, CUL-4, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.VI, 5.2.I, 5.2.II, 5.3.I, 5.4.I, 5.4.II, 5.4.III

Estimated Time:

4 instructional hours

Essential Questions

► What was the relationship between industrialized imperial core areas and nonindustrialized dependent peripheral areas during the period 1750–1900? ► In what ways did the global share of manufacturing shift due to industrialization in the West? ► How did financial institutions and views of the economy respond to global industrial capitalism?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization

Stearns et al. (6th ed.), pp. 594–595: “Explaining Underdevelopment”

Web

“Bridging World History: Unit 18: Rethinking the Rise of the West”

Instructional Activity: Modernization Theory

During a lecture, students take notes distinguishing between modernization theory’s and world systems theory’s explanation of the rise of the West on a T-chart; then they watch the short “Bridging World History” video segment on world systems critique. Finally, students read a short essay titled “Explaining Underdevelopment,” which articulates the modernization and world systems theory perspectives on development versus underdevelopment, followed by a discussion of the strengths and weaknesses of each.

Causation

Strayer, chapter 19 (topic: a second wave of European conquests)

Web

“Facilitating Imperialism Through Advanced Technologies”

Instructional Activity: Imperial Technologies

Working in pairs, students consider a list of technologies that aided the spread of empires from 1750 to 1900, including repeating rifles, more efficient steel production, steam locomotives and ships, quinine, and the telegraph. They link each type of technology to the barrier it removed that allowed for the expansion of empire in places where disease, more equal firepower, or transportation difficulties had prevented expansion.

Analyzing Historical Evidence

Strayer, chapter 18 (topic: migrant labor)

Argument

Web

Development

AP World History

Contextualization

2003 Free-Response Questions, Section II,

Causation

Part A

Instructional Activity: Migration and the Labor Force

Using the 2003 document-based question, pairs of students analyze the prompt and then read each document, making inferences about the causes or consequences of indentured servitude. They then source the documents, taking into account the document’s point of view, purpose, historical situation, and/or audience. Finally, pairs work to explain the broader historical context, suggest additional evidence beyond the supplied documents, and discuss relationships between the documents, such as how they corroborate, qualify, or modify an argument that addresses the question prompt.

This DBQ includes several excellent documents from which students can learn to contextualize based on point of view.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 2

The World System in the Long 19th Century

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-3, CUL-4, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.VI, 5.2.I, 5.2.II, 5.3.I, 5.4.I, 5.4.II, 5.4.III

Estimated Time:

4 instructional hours

Essential Questions

► What was the relationship between industrialized imperial core areas and nonindustrialized dependent peripheral areas during the period 1750–1900? ► In what ways did the global share of manufacturing shift due to industrialization in the West? ► How did financial institutions and views of the economy respond to global industrial capitalism?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Strayer, chapter 18 (topic: cash-crop agriculture)
Mosley, pp. 47–52: “Case Study: Forestry in British Colonial India”

Instructional Activity: British Imperial Ecology
Working individually, students use a short excerpt to identify which plant species were exploited by the British in India and for what purpose. Next, they identify the ecological impact of the British clearing forests for monocropping, overharvesting, etc. As a class, students discuss the extent to which what the British were doing in India was new versus part of a long-term pattern, moving systematically through each time period since the Agricultural Revolution.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 3

Divergent Industrialization: Russia Versus Japan

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-2, CUL-3, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-4, SOC-6

Key Concepts:

► 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI, 5.2.I, 5.2.II, 5.3.II, 5.3.III

Estimated Time:

4 instructional hours

Essential Questions

► What factors contributed to Japan's robust and speedy industrialization process? ► What factors contributed to Russia's limited and slow industrialization? ► What major similarities and differences characterized the industrialization process in Russia versus Japan?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Causation
Continuity and
Change over Time

Strayer, chapter 19
(topic: the Meiji
Restoration)

Instructional Activity: Japan — Continuity and Change over Time
Working individually, students take notes during a multimedia presentation on the modernization of Japan that includes the influence of foreign intervention and the Meiji Restoration. They then use their notes to identify two major changes and one continuity in Japan from 1750 to 1900.

Analyzing Historical
Evidence
Argument
Development
Comparison

Strayer, chapter 19
(topic: Meiji Japan)
Web
AP World History
2010 Free-Response
Questions, Section II,
Part A
“Bridging World
History: Unit 19:
Global
Industrialization”

Instructional Activity: Industrialization in Japan
Students watch a short video (“The Silk Industry of Japan” on the “Bridging World History” page) on the mechanization of the silk industry. Then, using the 2010 document-based question and sample DBQ, students analyze six documents about mechanization of the cotton industry. Working individually and using their prior knowledge, they compare the mechanization of the textile industry in Japan with the same process in England.

Analyzing Historical
Evidence
Argument
Development
Comparison

Strayer, chapter 17
(topic: 19th-
century Russia)
Web
AP European History
1999 Free-Response
Questions, Section II,
Part A

Instructional Activity: Modernization in Russia
Students brainstorm the conditions that made industrialization successful in Britain. Then, using the 1999 document-based question and select documents from the sample DBQ, students consider the conditions of the Russian peasantry in the 19th century; they make inferences about why Russian attempts at industrialization were only partially successful.

I like to have students review prior knowledge whenever possible to reinforce earlier learning.

The connection between a robust bourgeoisie, internal capital for investment instead of too much reliance on foreign borrowing, and a free and educated labor force emerges from a study of Russia's tepid industrialization.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 3

Divergent Industrialization: Russia Versus Japan

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-2, CUL-3, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-4, SOC-6

Key Concepts:

► 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI, 5.2.I, 5.2.II, 5.3.II, 5.3.III

Estimated Time:

4 instructional hours

Essential Questions

► What factors contributed to Japan's robust and speedy industrialization process? ► What factors contributed to Russia's limited and slow industrialization? ► What major similarities and differences characterized the industrialization process in Russia versus Japan?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation

Formative Assessment: Long Essay

Individually, students complete a comparative graphic organizer using three categories for comparison in which Russia's and Japan's industrialization processes are analyzed for similarities and differences. Students then compose a long essay focused on comparison. Working in groups of three, each student reads his or her essay to the group, as the listening members add elements in the margins of their own essays. Finally, the class discusses Russian versus Japanese industrialization.

A full-length comparative essay workshopped in groups of three allows me to assess whether my students learned what I wanted them to about Russian and Japanese industrialization and also helps me keep tabs on their comparative essay composition skills. I give individual students feedback as I circulate, noting examples of excellent essay elements to share with the class in debriefing at the end of the lesson.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 4 Industrial Society

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-4, ENV-5,
CUL-1, CUL-2, CUL-4, SB-3, SB-6, ECON-3,
ECON-5, ECON-6, SOC-2, SOC-3, SOC-4

Key Concepts:

► 5.1.IV, 5.1.V, 5.1.VI, 5.3.I, 5.3.IV,
5.4.I, 5.4.II

Estimated Time:
3 instructional hours

Essential Questions

► How did industrialization affect women and sexuality? ► What were some of the differing perspectives on the social impact of industrialization? ► What impact did the demographic shift of the population from rural to urban environments have on the lives of workers?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Strayer, chapter 19 (topic: industrial society)
Shorter, "Female Emancipation, Birth Control, and Fertility in European History"
Tilly, Scott, and Cohen, "Women's Work and European Fertility Patterns"

Instructional Activity: 19th-Century Sexual Revolution
In pairs, students identify the thesis statement, supporting arguments, and key evidence in one of two conflicting essays on the impact of industrialization on sex and gender relations. Partners then mix with another student pair who read the other essay. Each side presents their arguments for cross-examination. The groups conclude by weighing the merits of each argument and determining which one holds more merit.

Analyzing Historical Evidence
Argument Development
Comparison

Strayer, chapter 17 (topic: industrial society)
Web
"Excerpts from The Communist Manifesto"
Smiles, "Thrift"

Instructional Activity: Industrialization and Workers
Half the class reads an excerpt from *The Communist Manifesto* and the other half reads *Thrift*. We have a fishbowl-style discussion, with two students facing off against two other students at desks in the center of the room, each pair representing one of the two perspectives. Pairs are replaced with other students periodically. The class closes with a whole-class discussion of the values implicit in both perspectives: Marx and Engels's and Smiles's.

Analyzing Historical Evidence
Argument Development
Causation
Continuity and Change over Time

Strayer, chapter 17 (topic: urbanization)
Web
AP European History 2002 Free-Response Questions, Section II, Part A

Instructional Activity: Problems of Cities
Working in pairs and using the 2002 document-based question, students analyze a set of documents about problems created by the growth of Manchester in the 19th century.

Both analyzing historical evidence and historiography are addressed in this structured academic controversy (SAC). The SAC also reinforces argument development and introduces elements of women's studies.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 5

Imperialism Writ Large: Empire on a Global Scale

Learning Objectives:

► ENV-2, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-3, SB-6, ECON-2, ECON-6, ECON-7, SOC-2, SOC-3

Key Concepts:

► 5.1.I, 5.1.II, 5.1.IV, 5.2.I, 5.2.II, 5.2.III, 5.3.I, 5.3.III, 5.4.I

Estimated Time:

5 instructional hours

Essential Questions

- What common steps did global empires take to establish and maintain control in the period 1750–1900?
- How did initial responses to European incursion manifest in East Asia versus Africa? ► To what extent did the westward expansion of the United States resemble the expansion of other empires?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 19 (topic: 19th-century China)
Baumler, reading 1: “The Debate on the Legalization of Opium, 1836”
Video
Millennium (episode 9: “Century of the Machine”)

Instructional Activity: Chinese Opium Policy

Students take notes on the causes and effects of the opium wars from the “China: Defeated by Addiction” segment of the *Millennium* episode. Next, in pairs, students read one of two memorials (memos) from Chinese imperial ministers Zhu Zun and Xu Naiji, identifying their assigned memorial’s thesis and supporting arguments. Students then join up with pairs representing the other adviser, and they share their arguments and then identify major points of disagreement between the two advisers.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Strayer, chapter 19 (topic: European imperialism in Southeast Asia)
Pomerantz and Topik, part 2.8: “Out of One — Many”

Instructional Activity: Imperial Infrastructure

After marking the Suez and Panama canals on a black-line map, groups of three analyze a short reading on the canal’s impact on modes of production in Indonesia, social and cultural practices of Europeans and Indonesians in Indonesia, the practice of Islam among the Indonesian urban elite, and the long-term radicalization of Indonesian peasants.

The use of infrastructure to establish and maintain imperial control (as a centripetal force) has been an ongoing theme in the course. I want to extend students’ notion of imperial infrastructure from regional to global.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 5

Imperialism Writ Large: Empire on a Global Scale

Learning Objectives:

► ENV-2, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-3, SB-6, ECON-2, ECON-6, ECON-7, SOC-2, SOC-3

Key Concepts:

► 5.1.I, 5.1.II, 5.1.IV, 5.2.I, 5.2.II, 5.2.III, 5.3.I, 5.3.III, 5.4.I

Estimated Time:

5 instructional hours

Essential Questions

- What common steps did global empires take to establish and maintain control in the period 1750–1900?
- How did initial responses to European incursion manifest in East Asia versus Africa? ► To what extent did the westward expansion of the United States resemble the expansion of other empires?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing
Historical Evidence
Comparison
Causation
Continuity and
Change over Time

Strayer, chapter 19
(topic: more
European conquests)
Web
Map of ethnic groups
of Africa
Map of the borders
established by the
Berlin Conference
Map of the political
borders in Africa, 1914

Instructional Activity: Mapping the Berlin Conference
In pairs, students overlay a map of national boundaries established by the Berlin Conference in 1884 on a map showing ethnic groups in Africa, answering questions about the misalignment between ethnic groups and political borders that resulted, as well as Europe's probable motives. Next, pairs overlay the map of borders in 1884 with a map of political borders in Africa in 1914 and answer questions regarding shifts in territory and power.

Analyzing Historical
Evidence
Contextualization
Comparison

Web
AP European History
2009 Free-Response
Questions, Section II
Part A
AP World History
2009 Free-Response
Questions, Section II
Part A

Formative Assessment: European Empire in Africa
With a partner, students walk to seven different stations, each of which contains documents taken from the two 2009 document-based questions. At each station, partners determine whether the document speaks mostly to African or European motives or reactions, and they then identify the motive or reaction. Finally, students choose two documents and determine how the point of view or context of the document influences the document's tone or emphasis.

Comparison
Causation

Video
The West (episode 2:
"Empire on
the Trails")

Instructional Activity: American Empire
Students read an excerpt from the Monroe Doctrine, analyzing U.S. motives and the overall impact on European imperialism in the Western Hemisphere. Next, students watch a segment from *The West* about the Mexican–American War, recording three causes and three effects. To conclude, the whole class discusses how the United State's extension of a Western Hemisphere area of control, which included an expansion of borders at the expense of Mexico, compared with imperial expansion elsewhere in the world.

Both the AP European History and AP World History DBQs in 2009 were about European imperialism in Africa; together they constitute a set of 21 documents that I group and put into stations. I provide feedback on student conclusions in a whole-class debriefing at the end of class.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 6 Revolutions and Resistance

Learning Objectives:

► CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV

Estimated Time:

9.5 instructional hours

Essential Questions

► What common elements of the previous period, 1450–1750, contributed to revolutions and resistance to existing power structures? ► To what extent did the revolutions and resistance movements lead to greater gender, ethnic, and class equality? ► What common elements characterized nationalist movements in the period 1750–1900?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Strayer, chapter 15
(topic: science and the Enlightenment)
Web
“The Philosophies of Enlightenment”

Instructional Activity: European Enlightenment

In groups of three, students read short excerpts from John Locke, Jean-Jacques Rousseau, Baron de Montesquieu, Voltaire, and Adam Smith, determining their thinkers’ perspective on the nature of individuals and the role of government. Then, in groups of six in which each thinker is represented, students share their inferences and evaluate which thinker had the most powerful ideas in the context of 18th-century Europe.

Argument Development
Causation

Strayer, chapter 16
(topic: the French Revolution)

Instructional Activity: The French Revolution

Working individually, students take notes during a multimedia lecture on the causes and outcomes of the French Revolution. The class concludes with a discussion of whether the French Revolution lived up to its motto of “liberty, equality, fraternity.”

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison

Strayer, chapter 16
(topic: the French Revolution)
Web
“Declaration of the Rights of Man — 1789”
“Olympe de Gouges, The Declaration of the Rights of Women (September 1791)”

Instructional Activity: Gender and Revolution

Working in pairs, students compare the French Declaration of the Rights of Man with Olympe de Gouges’s Declaration of the Rights of Woman, noting how de Gouges’s articles responded to male-centered language (and by implication the patriarchal mentality of even French revolutionaries) and advocated for equal rights for women in postrevolutionary France.

Students are always surprised to learn that de Gouges was accused of being a counterrevolutionary during the Reign of Terror and was guillotined by order of the Committee for Public Safety.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 6 Revolutions and Resistance

Learning Objectives:

► CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV

Estimated Time:

9.5 instructional hours

Essential Questions

► What common elements of the previous period, 1450–1750, contributed to revolutions and resistance to existing power structures? ► To what extent did the revolutions and resistance movements lead to greater gender, ethnic, and class equality? ► What common elements characterized nationalist movements in the period 1750–1900?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Strayer, chapter 16 (topic: the Haitian Revolution)
Web
“Act of Independence”
“Declaration of the Rights of Man - 1789”
“Haitian Constitution of 1805”
“Law for Re-Establishing Slavery in the French Colonies”
“Le Code Noir”
“Letter to the Citizens of Color and Free Negroes of Saint-Domingue (1791)”
“Sonthonax Broadside (1793)”
“Touissant Letter to Napoléon on the 1801 Constitution”
“U.S. Proclamation Regarding Commerce with St. Domingue (1799)”

Formative Assessment: Revolution and Colonialism

Working in groups of four, students analyze eight excerpts from sources on the relationship between France and Saint-Domingue (Haiti) from 1685 to 1805, placing them in chronological order and noting how each new source shows changes in the relationship and the nature of the changes. Next, students discuss the possible causes of the changing relationship and the global historical context influencing change. To conclude, students compose a CCOT long essay thesis and supporting arguments.

As student groups work, I circulate and check their understanding, giving oral feedback. This exercise focuses on change over time, with attention to the global context of changing French and Haitian policies.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 6 Revolutions and Resistance

Learning Objectives:

► CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV

Estimated Time:

9.5 instructional hours

Essential Questions

► What common elements of the previous period, 1450–1750, contributed to revolutions and resistance to existing power structures? ► To what extent did the revolutions and resistance movements lead to greater gender, ethnic, and class equality? ► What common elements characterized nationalist movements in the period 1750–1900?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Comparison
Causation

Strayer, chapter 16
(topic: revolutions in
Latin America)

Instructional Activity: Revolution in Latin America
In a comparative graphic organizer, students independently take notes during a multimedia lecture on revolutions in Latin America using categories of “most important causes,” “social class of leaders,” “extent of liberation,” and “end result.” In pairs, student then compose a comparative thesis and topic sentences resulting from their point-by-point analysis of these categories. Finally, students identify and explain two similarities for each of the following: causes of the revolutions, social class of different revolutionary leaders, extent of liberation, or end result.

Analyzing Historical
Evidence
Argument
Development
Contextualization
Comparison

Strayer, chapter 16
(topic: North
American revolution)
Declaration of
Independence
Web
“A Letter by
Simón Bolívar”

Instructional Activity: Revolutionary Manifestos
Working in pairs, students systematically compare segments of Simón Bolívar’s Jamaica Letter with the U.S. Declaration of Independence, identifying the similarities and differences between the two documents. This is followed by a whole-class discussion of how the similarities reflected the larger global pattern of independence movements and imperial rule.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 6 Revolutions and Resistance

Learning Objectives:

► CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV

Estimated Time:

9.5 instructional hours

Essential Questions

► What common elements of the previous period, 1450–1750, contributed to revolutions and resistance to existing power structures? ► To what extent did the revolutions and resistance movements lead to greater gender, ethnic, and class equality? ► What common elements characterized nationalist movements in the period 1750–1900?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Web

“Addresses to the German Nation (1808)”
AP European History 2001 Free-Response Questions, Section II, Part A (document 6)
“Charles K. Tuekerman: The Greeks of Today, 1878”
“Deutschlandlied”
“Giuseppe Mazzini, The Duties of Man (1844–58)”
“Giuseppe Mazzini: On Nationality, 1852”
“Mark Twain: Concerning the Jews, Harper’s Magazine, March, 1898”
“Theodore Herzl: On the Jewish State, 1896”

Formative Assessment: Nationalism

Working in groups of four, students divide up eight sources on nationalism in Europe, with each student making inferences from two of the documents, noting the context of those documents. They then use the documents to make an argument about the causes and forms of European nationalism in the period from 1750 to 1900. Class concludes with a discussion of the different contexts from which Greek, German, Italian, and Jewish nationalism emerged.

I use this activity to assess how students can make inferences from complex documents and arrive at generalizations that tie into nationalism. The activity provides good material for a discussion about the different contexts from which nationalist movements emerged, setting the stage for a study of the causes of World War I in the next unit. As students work, I circulate and assist, providing feedback to help them interpret the sources and make their causation analysis arguments.

UNIT 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION c. 1750 to c. 1900

Module 6 Revolutions and Resistance

Learning Objectives:

► CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV

Estimated Time:

9.5 instructional hours

Essential Questions

► What common elements of the previous period, 1450–1750, contributed to revolutions and resistance to existing power structures? ► To what extent did the revolutions and resistance movements lead to greater gender, ethnic, and class equality? ► What common elements characterized nationalist movements in the period 1750–1900?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Cohen, “History in Three Keys: The Boxers as Event, Experience, and Myth”
Harrison, “Justice on Behalf of Heaven: The Boxer Movement”

Instructional Activity: Causes of the Boxer Rebellion
After taking notes during a short background presentation on the Boxer Rebellion, pairs of students identify the thesis statement, supporting arguments, and key evidence in one of two conflicting essays on the causes of the rebellion. Pairs then mix with another student pair who read a conflicting essay. Each side presents their arguments for cross-examination. Groups conclude by weighing the merits of each argument and determining which one is best.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Web
AP World History
2013 Free-Response Questions, Section II, Part A

Summative Assessment: Document-Based Essay
Students use a set of documents from the 2013 exam to identify connections between European competition for global power and regional issues, with an emphasis on in-depth analysis of at least four of the documents. In-depth analysis includes consideration of the context and point of view of each document, as well as corroboration of each document with others in the set as appropriate. Next, students answer 35 stimulus-based multiple-choice questions on the 1750–1900 period. The questions emphasize the history disciplinary practices and reasoning skills using the content framework.

Learning objectives addressed: ENV-1, ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

This summative assessment addresses all of the essential questions for this unit.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 1

Clash of Empires on a Global Stage: Causes and Effects of World War I

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.1.I, 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V

Estimated Time:

6 instructional hours

Essential Questions

► What were the primary regional European causes of World War I? ► What were the primary global causes and effects of World War I?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 20 (topic: the First World War)
Noonan, "DBQ 19: Causes of World War I"

Instructional Activity: Causes of World War I

Students take notes on a multimedia presentation about World War I that emphasizes trench warfare, chemical weaponry, heavy artillery, machine guns, and attrition policies, as well as the death tolls as an interest opener. They then attempt to answer the question of whether World War I was inevitable. They travel between stations in the classroom; each station contains documents from which students infer causes of World War I. Finally, as a whole class, we discuss whether each cause was shallowly rooted or deeply rooted and whether the war was inevitable.

Analyzing Historical Evidence
Argument Development
Contextualization

Strayer, chapter 20 (topic: the First World War)

Instructional Activity: The Treaty of Versailles

Pairs of students are assigned one of the countries influenced by the Treaty of Versailles, such as Palestine, Syria, Mesopotamia, Ruanda-Urundi, Tanganyika, Togoland, German New Guinea, the South Pacific Mandate, and South-West Africa. Other student groups are assigned imperial powers such as France, Britain, and Japan. Students research their nation's goals, which they summarize in a 30-second speech. Students assigned the victorious imperial powers research their goals as an empire and determine which of the colonial nations should be independent (Class A mandates), should be overseen before independence (Class B mandates), or would always require supervision (Class C mandates).

Argument Development
Causation

Instructional Activity: Governments and Depression

In groups of three, students use an economic description of a country (not named) during the Great Depression to decide how to react to the crisis and identify which country they are representing. Class concludes with a discussion of the global causes and effects of the Depression.

This is a good lesson for reinforcing the influence of point of view, but also for underlining the impact of World War I on the failed decolonization of empires that would later contribute to so much suffering in the 20th century.

I use this activity to reinforce causal connections between the Great Depression and increased government involvement in the economies that took many forms in the 1930s.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 1

Clash of Empires on a Global Stage: Causes and Effects of World War I

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.1.I, 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V

Estimated Time:

6 instructional hours

Essential Questions

► What were the primary regional European causes of World War I? ► What were the primary global causes and effects of World War I?

Practices and Skills

Materials

Instructional Activities and Assessments

Comparison
Causation

Strayer, chapter 21
(topic: the Russian Revolution)

Instructional Activity: Russia's Communist Revolution

In preparation for a comparative analysis in the next module, students take notes on a multimedia lecture covering the causes and phases of the Russian Revolution in a comparative analysis organizer with columns labeled "Russia," "both," and "China." Rows are labeled "principle causes," "leadership," "moment of crisis," and "major outcomes."

Analyzing Historical Evidence
Argument Development
Causation
Continuity and Change over Time

Strayer, chapter 21
(topic: revolution in China)

Instructional Activity: Qing to Nationalist China

Students take notes on a short multimedia lecture outlining the causes of the fall of the Qing in a chart with rows labeled with the causes of the fall of empires from the Conrad-Demarest model. Then, in groups of four, students are assigned a category of change or continuity, such as politics, economy, religion, intellectual, and arts/architecture. They research major changes and effects for their category. Students move to mixed groups to review the results and choose the two most important changes and effects for a group change over time thesis statement.

Analyzing Historical Evidence
Argument Development

Web
"The Spanish Flu and Its Legacy"

Instructional Activity: Global Flu Pandemic of 1918

After taking notes on a brief lecture introducing the flu pandemic of 1918, pairs of students analyze three charts to determine changes in death rates from 1890 to 1918. They make inferences from a set of sources, including newspaper headlines and photographs from the time, about ways city governments tried to address the flu crisis. Then, in groups of four, students read a short section on the response of a specific city (selected from pages 83–91 of the Spanish flu resource), and on a map, next to the city, they record the impact and the steps their city's government took. Students reorganize, meeting in new groups in which every city is represented, and each student shares his or her city's death toll and response, filling in all of the cities' information on their maps.

This is another analysis that ties together the material from two lessons by reserving a column for the second area in the comparison, thus providing a sense of cohesion.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 2

Causes and Consequences of World War II

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.1.I, 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.I, 6.3.II, 6.3.III

Estimated Time:

6 instructional hours

Essential Questions

► What economic causes contributed to World War II? ► What geopolitical causes led to World War II? ► In what ways did the outcome of World War II set up the legacy of the Cold War?

Practices and Skills

Materials

Instructional Activities and Assessments

Causation

Strayer, chapter 20
(topic: the Second World War)

Instructional Activity: Causes and Effects of World War II

In groups of five, students use a blank black-line master map, blown up to 11×17 , to annotate causes and effects of World War II. They must use all regions (North America, Latin America, Europe, North Africa, the Middle East, East Africa, West Africa, South Asia, Southeast Asia, and East Asia) in noting causes and effects and use arrows and symbols to indicate influences. Each student researches two of the 10 regions and teaches his or her group the causes and effects while the rest of the group annotates their maps.

Analyzing Historical Evidence

Argument Development

Comparison

Instructional Activity: Chinese Versus Russian Revolution

After a brief review of their comparative graphic organizers on the communist revolution in Russia from Module 1, students record data from a multimedia presentation on China's revolution in the categories on their graphic organizer. Students then compose a long essay comparative thesis and analytical topic sentence and finish by writing a complete evidentiary paragraph.

Contextualization

Strayer, chapter 20
(topic: postwar Europe)

Web

"Bridging World History: Unit 22: Global War and Peace"

Organizational chart of the United Nations

Instructional Activity: The United Nations

Students take notes on a brief video ("International Peace Movements" on the "Bridging World History" site) that traces the development of global peacekeeping organizations from the League of Nations to the United Nations. They then annotate an organizational chart of the United Nations that is copied into the center of an 11×17 -inch sheet of paper with 2-inch surrounding margins, connecting the different committees and offices of the United Nations to intervention in specific countries and incidents written in the margins of the chart.

As students work, I circulate and monitor their progress. At this point in the course I am fine-tuning their essay skills and focusing on pushing them to clearly link their evidence to the arguments they have made (their warrant for each piece of evidence).

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 2

Causes and Consequences of World War II

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.1.I, 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.I, 6.3.II, 6.3.III

Estimated Time:

6 instructional hours

Essential Questions

► What economic causes contributed to World War II? ► What geopolitical causes led to World War II? ► In what ways did the outcome of World War II set up the legacy of the Cold War?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization

Strayer, chapter 21 (topic: the Cold War)
Web
AP United States History 2006 Free-Response Questions Form B, Section II, Part A

Formative Assessment: The Cold War and Arms Race

Students write a document-based essay on causes of the Cold War, responding to the 2006 AP U.S. History document-based question. They then are given a scoring guide and take notes on how to use it, and they exchange and evaluate a partner's essay. Next, using an 11 × 17-inch copy of a black-line world map, students identify the spheres of influence of the Soviet Union versus those of the United States, they annotate areas where proxy wars occurred, and they identify and mark nonaligned nations.

Analyzing Historical Evidence
Argument Development

Strayer, chapter 21 (topic: proxy wars)

Instructional Activity: Proxy Wars

In this activity, students play the role of advisers to the president of the United States. Groups of four students are each assigned four proxy wars. They choose one of three best alternatives for a U.S. response. They then move into mixed groups and share their choices. This is followed by a discussion of whether proxy wars were an inevitable result of the Cold War.

I am available as students peer evaluate, because evaluating context or point of view is tough. During peer review I make it my goal to interact with and assist each student at least once. I periodically stop class and discuss common mistakes students are making in document analysis as the mistakes emerge from more than one student.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 2

Causes and Consequences of World War II

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.1.I, 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.I, 6.3.II, 6.3.III

Estimated Time:

6 instructional hours

Essential Questions

► What economic causes contributed to World War II? ► What geopolitical causes led to World War II? ► In what ways did the outcome of World War II set up the legacy of the Cold War?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison
Causation

Strayer, chapter 21 (topic: paths to the end of communism)
Web
Cummings, “Gorbachev’s Perestroika and the Collapse of the Soviet Union”
“Gorbachev’s Miscalculation and the Collapse of the Soviet Union”
“Reforms Under Deng Xiaoping”

Instructional Activity: Communism’s End

After getting a basic background in the Strayer text, working in groups of four, each student is assigned a type of cause (foreign political, domestic political, global economic, or domestic economic) to research regarding why China made a smoother transition to a market economy than the Soviet Union. When individual students are finished, they share with their group what they found. The class concludes with a whole-class discussion of why China’s transition did not result in the same degree of change as Russia’s.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 3

The Fallout of Empire: Demographic and Social Consequences

Learning Objectives:

► ENV-2, ENV-4, ENV-5, CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-6, ECON-7, SOC-1, SOC-2, SOC-5

Key Concepts:

► 6.3.I, 6.3.II, 6.3.III

Estimated Time:

5 instructional hours

Essential Questions

► How did notions of human rights emerge and become codified as a result of decolonization? ► In what ways did the legacy of empire contribute to intraregional conflict? ► In what ways did the dissolution of multinational empires lead to the rise of transregional religious and ethnic movements?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

Strayer, chapter 20 (topic: the recovery of Europe)
Web
"The Universal Declaration of Human Rights"

Instructional Activity: Universal Human Rights

Pairs read the UN Universal Declaration of Human Rights, noting elements that differ from earlier declarations of rights they have studied. They then identify ways in which the UN declaration has not been fully realized by noting examples of countries failing to fulfill the rights.

Analyzing Historical Evidence
Argument Development
Contextualization

Web
"Camillo Torres and Liberation Theology"
"Pope John Paul II Opening Address at the Puebla Conference"

Instructional Activity: Liberation Theology

After taking notes on a review of the Catholic Church's historical role in human rights struggles in Latin America, students read an excerpt from Camilio Torres to develop a definition of *liberation theology*. They then read Pope John Paul II's address and identify the pope's critiques. Class concludes with a discussion about Pope Francis and what his election means about the Church's position on liberation theology.

Analyzing Historical Evidence
Argument Development
Causation

Strayer, chapter 22 (topic: Israel)
Inhofe, "Israel Rightfully Belongs to the Jews"
Islamic Association for Palestine, "Palestine Belongs to the Arabs"

Instructional Activity: Israel

Students take notes on a brief introductory multimedia lecture that explains how British control of trans-Palestine as a mandate nation after World War I led to the Balfour Declaration and the migration of Jewish people to the area, ultimately leading to the establishment and recognition of the state of Israel.

This lesson is a great way to reinforce what students have learned in the 1450–1750 and 1750–1900 time periods about the influence of the Catholic Church in the Americas as a defender of civil rights.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 3

The Fallout of Empire: Demographic and Social Consequences

Learning Objectives:

► ENV-2, ENV-4, ENV-5, CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-6, ECON-7, SOC-1, SOC-2, SOC-5

Key Concepts:

► 6.3.I, 6.3.II, 6.3.III

Estimated Time:

5 instructional hours

Essential Questions

► How did notions of human rights emerge and become codified as a result of decolonization? ► In what ways did the legacy of empire contribute to intraregional conflict? ► In what ways did the dissolution of multinational empires lead to the rise of transregional religious and ethnic movements?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Contextualization
Causation
Continuity and Change over Time

Web
“Ghosts of Rwanda”
“Rwanda: How the Genocide Happened”

Instructional Activity: Rwandan Genocide
Working individually, students take notes on the causes of the genocide in Rwanda as they watch an excerpt from *Ghosts of Rwanda*. Next, students work in pairs to create a timeline of the Rwandan genocide, labeling major phases of the genocide using an article describing its course. To conclude, students codify the major causes on the timeline by creating an icon to signify each type of cause.

Analyzing Historical Evidence
Argument Development
Contextualization

Strayer, chapter 23 (topic: religion and global modernity)
Web
AP World History 2005 Free-Response Questions, Section II, Part A

Formative Assessment: Pan-Arab Nationalism
Students use a set of documents on issues that 20th-century Muslim leaders in South Asia and North Africa confronted in defining their nationalism. They analyze the 2005 DBQ prompt, make appropriate inferences from each document, consider and make notes on the context of each document, and compose an overall thesis on the issues leaders faced.

The importance of a document's context comes out in this set of documents very clearly, as each document represents various nationalist leaders' agendas. I get a clear sense of students' progress in addressing point of view based on their responses. I provide feedback on their attempts to explain how each source is influenced by the source's context.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 4

Scientific Advances: Cost–Benefit Analysis

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-4, ENV-5, CUL-2, CUL-3, CUL-4, ECON-1, ECON-7, SOC-2, SOC-6

Key Concepts:

► 6.1.I, 6.1.II, 6.3.II, 6.3.III

Estimated Time:

4 instructional hours

Essential Questions

- What major advances in science and technology contributed to human subsistence, health, transportation, and communication? ► What environmental consequences resulted from new technologies in the 20th century?
- What unforeseen health consequences have accompanied rising affluence in the 20th century?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation

Web
“Quotes by Albert Camus”
Video
Millennium (episode 10: “Century of the Globe”)

Instructional Activity: Unconscious and Absurd
Students watch a short clip on the birth of Freudian psychology (from the “Europe: Dreams Come True” segment of the *Millennium* episode), which is followed by a discussion on the impact of the concept of the unconscious on the Enlightenment ideal of an orderly, logical society. Next, students read a series of Albert Camus quotes and link them to Sigmund Freud’s attack on the logical, orderly, rational worldview of the Enlightenment.

Analyzing Historical Evidence
Argument Development
Causation

Web
“20th Century Technology”

Instructional Activity: 20th-Century Technology
Working in groups of four, students consider a list of technological advances in the 20th century and identify proximal and distal impacts of each. They then choose the most destructive and most helpful advances from the list.

Continuity and Change over Time

Analyzing Historical Evidence
Argument Development

Miller and Conko, chapter 2: “Myths, Mistakes, Misconceptions ... and Mendacity”
Web
“Vandana Shiva: Why We Face Both Food and Water Crises”

Instructional Activity: The Green Revolution
Half the students in class read a pro–Green Revolution essay and the other half reads an anti–Green Revolution essay. We have a fishbowl-style discussion with two students facing off against two other students at desks in the center of the room, each pair representing pro or con perspectives. Students are replaced with other students periodically. Students who are not currently filling the role of discussant take notes on pro versus con arguments on a T-chart.

Analyzing Historical Evidence
Argument Development
Causation
Continuity and Change over Time

Web
“Big Era Nine: Landscape Unit 9.6”

Instructional Activity: Humans and the Environment
Students analyze a series of charts (available at the link on the “Big Era Nine” page) depicting humanity’s changing consumption patterns, energy expenditure versus biomass, etc., and they identify patterns over time as well as important turning points in energy consumption and environmental impact. They then identify what kind of human impacts contributed most to environmental changes.

I want my students to revisit the notion of proximal versus distal causes periodically.

Students get extensive practice interpreting the data represented in the set of several tables and graphs that are part of this lesson.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 5

The Global Marketplace, Consumer Culture, and Alternatives

Learning Objectives:

► CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-6, ECON-7

Key Concepts:

► 6.2.V, 6.3.I, 6.3.II, 6.3.III, 6.3.IV

Estimated Time:

4 instructional hours

Essential Questions

► What role did global or multinational economic cooperation play in the continued growth of global consumerism? ► How did command and market economies differ in terms of outcomes? ► What role does global consumerism play in the rise and perpetuation of global culture?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence

Strayer, chapter 21 (topic: socialism)

Argument Development

Caldwell, Clark, and Herscher, lesson 12: "The Fall of Communism"

Causation Continuity and Change over Time

Web
"Bridging World History: Unit 24: Globalization and Economics"

Instructional Activity: Government and Economy

After reading definitions of market and command economies, pairs of students read passages about the influence of incentive in a market system versus a command system, and they make recommendations for changes to the government of the USSR. Next, students read characterizations about workers' lives in the command economy of the Soviet Union and decide which element they would find most difficult. Finally, students watch the "Global Economy and the Death of the Nation-State: The Soviet Union" video (on the "Bridging World History" page), which links the failure of the Soviet Union to produce consumer goods, attempts at reform, globalization, and the collapse of the Soviet economy.

Analyzing Historical Evidence

Web
"About the IMF"
"Debate: The World Bank Is an Obstacle to Development"
"What Is the World Trade Organization?"

Argument Development Contextualization

Instructional Activity: Global Economic Cooperation

In groups of three, students each determine the pros and cons of one of three international economic organizations: the International Monetary Fund, the World Bank, and the World Trade Organization. They record their arguments on a T-chart. Next, students meet in mixed triads. Each student briefly describes his or her organization and its pros and cons while the other two students take notes. Finally, the groups of three determine how major stakeholders from different levels of the socioeconomic strata might regard the organizations, and why.

Analyzing Historical Evidence Comparison

Web
"The ASEAN Charter"
North American Free Trade Agreement

Instructional Activity: Regional Organizations

Students identify the member states of the European Union, North American Free Trade Agreement (NAFTA), and Association of Southeast Asian Nations (ASEAN) on a black-line world map. Next, pairs compare the first article of the ASEAN charter with the major elements of NAFTA, noting important similarities in the form and function of the two documents.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 5

The Global Marketplace, Consumer Culture, and Alternatives

Learning Objectives:

► CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-6, ECON-7

Key Concepts:

► 6.2.V, 6.3.I, 6.3.II, 6.3.III, 6.3.IV

Estimated Time:

4 instructional hours

Essential Questions

► What role did global or multinational economic cooperation play in the continued growth of global consumerism? ► How did command and market economies differ in terms of outcomes? ► What role does global consumerism play in the rise and perpetuation of global culture?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Web
AP World History
2008 Free-Response Questions, Section II, Part A
“Bridging World History: Unit 25: Global Popular Culture”

Formative Assessment: The Olympics
After watching a short video, “The Olympic Games: From Ancient City-State to World Athletes” (available on the “Bridging World History” page), pairs of students read documents about the influences on the Olympics, identifying major influences and discussing the point of view of each document, with attention to historical context. Finally, students choose three of the documents and write an analysis of the impact of each document’s point of view on the document’s tone, reliability, and emphasis.

I use this DBQ at the end of the unit because the documents tie into major events such as the Cold War and the rise of the Asian Tigers, which allows students to address context and gives me a chance to check in on their progress. I provide individual feedback while students write and also general feedback as we debrief at the end of class.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 6

Human Rights Movements and Voices of Dissent

Learning Objectives:

► CUL-1, CUL-2, CUL-3, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-6, SOC-1, SOC-2, SOC-3, SOC-6

Key Concepts:

► 6.2.I, 6.2.II, 6.2.V, 6.3.I, 6.3.II, 6.3.III

Estimated Time:

4.5 instructional hours

Essential Questions

► How did anti-imperialist ideologies manifest in the decolonization and independence movements of the 20th century? ► In what ways did groups or individuals nonviolently advocate for political, social, and economic change in the 20th century? ► In what ways did some groups use violence or terror to push for political, social, and economic change in the 20th century?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing
Historical Evidence
Contextualization
Comparison
Causation

Strayer, chapter 22 (topic: the Quit India Movement)
Andrea and Overfield (4th ed.), pp. 439–443: “Mohandas Gandhi, ‘Indian Home Rule’” and pp. 443–446: “Nguyen Thai Hoc, Letter to the French Chamber of Deputies”

Instructional Activity: Decolonization Movements

Students work with partners, each reading one of two primary source documents by independence leaders in India or Vietnam; they infer the causes of independence movements and share their findings with their partner. The whole class then discusses similarities and differences between the independence movements, including the use of violent resistance.

Analyzing
Historical Evidence
Contextualization
Comparison

Strayer, chapter 23 (topic: global feminism)
Web
Nyabola, “Uniting Global Feminism”

Instructional Activity: Global Feminism

Students read and discuss Nyabola’s article “Uniting Global Feminism.” Discussion questions concentrate on similarities and differences between the issues that women in Western industrialized nations face versus women in the developing world.

Analyzing
Historical Evidence

Web
“Bridging World History: Unit 23: People Shape the World”
“Constitution of the Islamic Republic of Iran”

Instructional Activity: Islamic Fundamentalism — Iranian Revolution of 1979

After watching the “Bridging World History” video on the Iranian Revolution of 1979, “Khomeini (Revolution and Resistance in Iran),” pairs of students analyze the first 10 articles of the Constitution of the Islamic Public of Iran. For each article, they indicate which elements of theocracy appear.

Vietnam’s use of violence versus India’s use of a nonviolent approach provides great fodder for discussing the different contexts that led to entirely different approaches by independence leaders.

UNIT 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS c. 1900 to the Present

Module 6

Human Rights Movements and Voices of Dissent

Learning Objectives:

► CUL-1, CUL-2, CUL-3, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-6, SOC-1, SOC-2, SOC-3, SOC-6

Key Concepts:

► 6.2.I, 6.2.II, 6.2.V, 6.3.I, 6.3.II, 6.3.III

Estimated Time:

4.5 instructional hours

Essential Questions

► How did anti-imperialist ideologies manifest in the decolonization and independence movements of the 20th century? ► In what ways did groups or individuals nonviolently advocate for political, social, and economic change in the 20th century? ► In what ways did some groups use violence or terror to push for political, social, and economic change in the 20th century?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

2011 AP World History Practice Exam: Section II, Part A

Summative Assessment: Unit Exam

Students take a 30-question multiple-choice test covering the major content of the unit, partially consisting of stimulus-based questions. Then students write a document-based essay in response to the prompt from the 2008 AP World History Practice Exam: *Using the following documents, analyze the effects of the Cuban Revolution on women's lives and gender relations in Cuba in the period from 1959 to 1990.*

Learning objectives addressed: ENV-1, ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

This summative assessment addresses all of the essential questions for this unit.

UNIT 7: MAKING CONNECTIONS ACROSS THE HISTORICAL PERIODS

Module 1

Thematic Review and Analysis of Continuity and Change over Time

Learning Objectives:

► All

Key Concepts:

► All

Estimated Time:

6.5 instructional hours

Essential Questions

► In what ways do the various themes of the course manifest in each era? ► What major continuities and changes characterize each era?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Strayer, all chapters
Brun-Ozuna et al., all chapters

Instructional Activity: Humans and the Environment
Working in groups of four, students identify major elements of the relationship between humans and the environment for each historical period, including influential technologies and environmental impacts.

Argument Development
Contextualization
Continuity and Change over Time

Strayer, all chapters
Brun-Ozuna et al., all chapters

Instructional Activity: Culture
Working in groups of four, students create a timeline of major cultural features, including patriarchy, foundational religions, and ideologies. The timelines are periodized by historical era. Cultural features are indicated on the timeline via continuous lines from their date of origin to their date of termination, with major changes or offshoots noted as branches on the timeline.

Argument Development
Contextualization
Continuity and Change over Time

Strayer, all chapters
Brun-Ozuna et al., all chapters

Instructional Activity: State Building, Expansion, and Conflict
Working in groups of four, students create a review chart with columns labeled “political entities,” “new forms of state,” and “major conflicts” and columns labeled with the dates of the historical periods for the course. They then fill in the information for each cell.

Argument Development
Contextualization
Continuity and Change over Time

Strayer, all chapters
Brun-Ozuna et al., all chapters

Instructional Activity: Economic Systems
Working with a partner, students use a blown-up 11 × 17-inch black-line world map to indicate the location of trade systems. They designate each historical period on their map using a different color of pencil.

My students retain all the materials for each unit in a color-coded folder. Their homework for each night before review is to go through each folder looking for the applicable theme. I also have my students create vocabulary notecards for each unit, for which they identify the major theme, applicable concept, and era color code.

A final map activity ensures that students can correctly identify key countries, trade systems, and geographic features when given region choices on a prompt.

UNIT 7: MAKING CONNECTIONS ACROSS THE HISTORICAL PERIODS

Module 1 Thematic Review and Analysis of Continuity and Change over Time	Learning Objectives: ▶ All	Key Concepts: ▶ All	Estimated Time: 6.5 instructional hours
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Essential Questions

▶ In what ways do the various themes of the course manifest in each era? ▶ What major continuities and changes characterize each era?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument Development Contextualization Comparison Continuity and Change over Time	Strayer, all chapters Brun-Ozuna et al., all chapters	Instructional Activity: Social Structures Working in groups of four, students complete a graphic organizer with columns labeled “race,” “class,” and “gender” and rows labeled by historical period. In each cell they record patterns and the civilizations in which they occurred as well as divergences.
Argument Development Continuity and Change over Time	Strayer, all chapters Brun-Ozuna et al., all chapters	Instructional Activity: Continuities and Changes Using a graphic organizer divided into six sections by historical period, student groups of four identify major transitions and continuities within each period.

It is helpful for students to review major changes that inform contextualization before the exam so they can quickly link the CCOT prompt to their overall schema of the world historical narrative.

Resources

All links to online resources were verified before publication. In cases where links are no longer working, we suggest that you try to find the resource by doing a keyword Web search.

General Resources

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History: Volume II, Since 1500*. 4th ed. Boston: Houghton Mifflin Company, 2000.

"AP European History Exam Past Exam Questions." AP Central. College Board. Accessed June 10, 2015. http://apcentral.collegeboard.com/apc/public/exam/exam_information/228261.html.

"AP World History Exam." AP Central. College Board. Accessed June 10, 2015. http://apcentral.collegeboard.com/apc/members/exam/exam_information/216943.html.

Bulliet, Richard W., Pamela Kyle-Crossley, Daniel R. Headrick, Steven W. Hirsch, Lyman L. Johnson, and David Northrup. *The Earth and Its Peoples: A Global History*. 3rd ed. Boston: Houghton-Mifflin, 2005.

Dorling Kindersley Cartography. *World Atlas: Everything You Need to Know About Our Planet Today*. New York: DK, 2013.

Millennium. Produced by Sir Jeremy Isaacs and Pat Mitchell. Warner Home Video, 1999. VHS.

Mitchell, Joseph R., and Helen Buss Mitchell, eds. *Taking Sides: Clashing Views in World History: Volume II: The Modern Era to the Present*. 3rd ed. New York: McGraw-Hill, 2011.

Mitchell, Joseph R., and Helen Buss Mitchell, eds. *Taking Sides: Clashing Views on Controversial Issues in World History*, Volume I. Guilford, CT: McGraw-Hill/Dushkin, 2002.

Pomerantz, Kenneth, and Steven Topik. *The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present*. New York: Routledge, 2015.

Stearns, Peter N., Michael Adas, Stuart B. Schwartz, and Marc Jason Gilbert. *World Civilizations: The Global Experience (AP Edition)*. 6th ed. Upper Saddle River, NJ: Longman, 2011.

Strayer, Robert W. *Ways of the World: A Global History with Sources (For AP)*. 2nd ed. Boston: Bedford/St. Martin's, 2013.

Unit 1 (Technological and Environmental Transformations, to c. 600 B.C.E) Resources

Adams, Paul V., Erick D. Langer, Lily Hwa, Peter N. Stearns, and Merry Wiesner-Hanks. *Experiencing World History*. New York: New York University Press, 2000.

Brun-Ozuna, Barbara, Ryba L. Epstein, James Sabathne, Lisa Tran, and Patrick Whelan. *Strive for a 5: Preparing for the AP World History Exam*. Boston: Bedford/St. Martin's, 2013.

"Climate Change and Violence in the Ancient American Southwest." Constitutional Rights Foundation. Accessed June 6, 2015. <http://www.crf-usa.org/bill-of-rights-in-action/bria-18-4-c-climate-change-and-violence-in-the-ancient-american-southwest>.

"Collapse: Why Do Civilizations Fall? Mesopotamia." Annenberg Learner. Accessed June 6, 2015. <http://www.learner.org/interactives/collapse/mesopotamia.html>.

Diamond, Jared. "The Worst Mistake in the History of the Human Race." *Discover*, May 1, 1999. Accessed June 15, 2015. <http://discovermagazine.com/1997/may/02-the-worst-mistake-in-the-history-of-the-human-race>.

"Environmental Disasters in the Cradle of Civilization." Constitutional Rights Foundation. Accessed June 6, 2015. <http://www.crf-usa.org/bill-of-rights-in-action/bria-18-4-a-environmental-disasters-in-the-cradles-of-civilization>.

Howells, William. "Back of History (Man in the Beginning)." In *32 Problems in World History*, edited by Edwin Fenton, 15–21. Glenview, IL: Scott, Foresman and Company, 1969.

Image of Venus of Willendorf. Naturhistorisches Museum Wien. Accessed June 15, 2015. http://www.nhm-wien.ac.at/en/exhibitions/permanent_exhibitions/mezzanine_level.

Mosley, Stephen. *The Environment in World History*. New York: Routledge, 2010.

"Prehistoric." Environmental History Timeline. Accessed June 3, 2015. <http://66.147.244.135/~enviro4/ancient/prehistoric/>.

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Unit 7 (Making Connections Across the Historical Periods) Resources

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